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ABSTRACT

The educational system of Greece is described, and placement recommendations concerning students who want to study in the United States are presented. After describing preprimary and primary education, the paper considers the secondary education system before and after 1976-1977, along with the lower- and upper-secondary school, technical-vocational education, and private secondary education. Tertiary education admission and the different levels of higher education are discussed. Attention is directed to public and private colleges, study abroad, Centers for Higher Technical and Vocational Education (KATEEs), private higher technical education, teacher training, advanced training for teachers, and other specialized teacher training. Nursing education is also discussed, along with adult education, ecclesiastical education, education in the performing arts, military training, and police training. Information for U.S. admissions officers includes a list of secondary school/college credentials attained by students from Greece. Appendices include: sample documents of student transcripts and brief profiles of selected private secondary schools, public university-level institutions, private postsecondary institutions, KATEEs, teacher training institutions, nursing schools, and arts schools. (SW)

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E. Eugene Oliver

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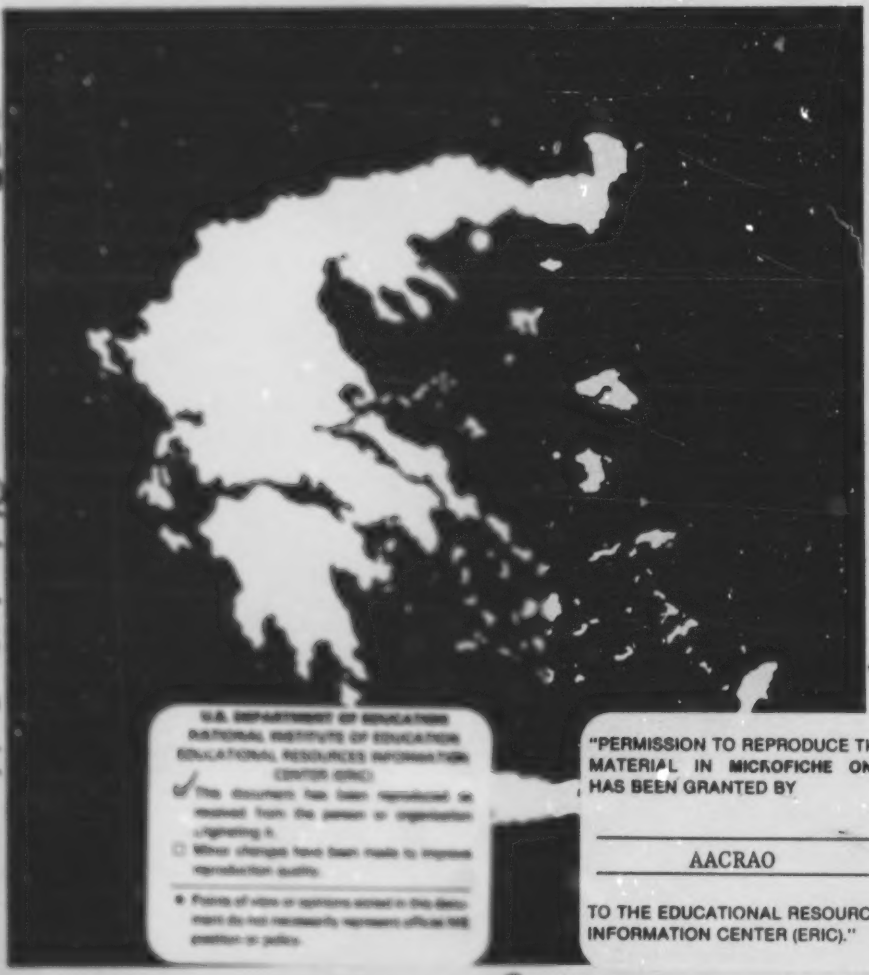

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Greece

A Study of the Educational System of Greece and a Guide to the Academic Placement of Students in Educational Institutions of the United States

E. Eugene Oliver
Director, University Office of School and College Relations
University of Illinois

1982

A Service of the International Education Activities
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Table of Contents

Preface vii

Map of Greece viii

Chapter I. Introduction 1

Chapter II. Primary and Secondary Education 5
- Preprimary and Primary Education 5
- Secondary Education 6
  - System Prior to 1976-77 7
  - System Following Reforms of 1976-77 8
  - *Gymnasium* (Lower Secondary School) 9
  - Technical-Vocational Schools 10
  - *Lyceum* (Upper Secondary School) 11
    - Panhellenic Examinations 12
    - General *Lyceum* 13
    - Technical-Vocational *Lyceum* 15
    - Other *Lycea* 17
  - Private Secondary Education 18
  - *Frontisteria* 18

Chapter III. Tertiary Education 20
- Introduction 20
- Admission 21
  - Old System 21
  - New System 21
- Highest Level *(Anotati)* Education 23
  - Public Institutions 23
  - Private Institutions 35
  - Study Abroad 36
- Higher Level *(Anotera)* Education 38
  - Centers for Higher Technical and Vocational Education (KATEE) 38
  - Private Higher Technical Education 44
  - Teacher Training 44

Basic Teacher Training 44
Advanced Training for Teachers 47
Other Specialized Teacher Training 49

Chapter IV. Nursing Education 51
Graduate Nurses 51
Other Nursing Programs and Midwifery 52

Chapter V. Other Specialized Education 54
Adult Education 54
Ecclesiastical Education 55
Education in the Performing Arts 56
Military Academies 57
Police Training 59

Chapter VI. Guidelines for the Admissions Officer 62
General Considerations 62
Academic Standards 64

Chapter VII. Placement Recommendations 69

Appendix A. Selected Private Secondary Schools 74

Appendix B. Public University-Level Institutions 76

Appendix C. Private Postsecondary Institutions 80

Appendix D. Centers for Higher Technical and Vocational Education 83

Appendix E. Teacher Training Institutions 86

Appendix F. Higher Schools of Nursing and Schools of Assistant Nurses 90

Appendix G. Private Higher Schools of Cinema and Television, Drama, and Dance 91

Appendix H. Sample Documents 92

Appendix I. Author's Survey Forms 111

Appendix J. Greek Alphabet and Pronunciation Guide 116

Glossary 117

Useful References 119

Index 120

List of Tables

Table 1. Educational System of Greece 2
Table 2. Curriculum of *Exathesia* (Six-Teacher) Primary Schools, by Grade 6
Table 3. Curriculum of the Six-Year Classical *Gymnasium* (Before 1976), by Grade 7
Table 4. Curriculum of Three-Year *Gymnasium*, by Grade 9
Table 5. Curriculum of General *Lycrum*, by Year 13
Table 6. Curriculum of Technical *Lycrum* (Mechanical Technology—Industrial Installations & Production), by Year 14
Table 7. Curriculum of Vocational *Lycrum* (Social Services—Medical & Biological Laboratory Assistants), by Year 16
Table 8. Curriculum of Model Classical *Lycrum*, by Year 17
Table 9. Ratio of Candidates to Places in Selected University-Level Schools, 1978-79 24
Table 10. Enrollment in University-Level Institutions by School, 1977-78 26
Table 11. Curriculum, Traffic Engineering, School of Civil Engineering, National Technical University of Athens 28
Table 12. Curriculum in Mathematics, School of Natural Sciences, University of Patras 29
Table 13. Enrollments and Degrees Granted in University-Level Institutions, 1975-76 32
Table 14. Greek Students Abroad, by Country, 1978-79 36
Table 15. Schools, Specialties, Years of Study, Enrollments (1977-78), Centers for Higher Technical and Vocational Education (KATEE) 39
Table 16. Distribution of Time, by Percentage, Among Curricular Components in Selected Schools of Centers for Higher Technical and Vocational Education (KATEE) 41
Table 17. Three-Year Electronics Curriculum, School of Engineering Technology, Center for Higher Technical and Vocational Education (KATEE) 42
Table 18. Curriculum of Two-Year Pedagogical Academies (for Primary Teachers) 45
Table 19. Curriculum of Two-Year Preprimary Teacher Training Colleges 46
Table 20. Ecclesiastical Educational Institutions 55
Table 21. Curriculum for Flight Officers, Air Force Academy 58
Table 22. Police Training 60

Preface

". . . the Greeks were the first real educators of our western world . . . for they were the first western people to think seriously and profoundly about educating the young, the first to ask what education is, what it is for, and how children and men should be educated."[1]

The rich heritage of Greece has made this study both a special challenge and a special privilege. The study was aided by a host of old and new friends, including mentor Tom Monahan, readers Alan Margolis and Andrew Hein, University of Wisconsin Professor Andreas Kazamias, World Education Series committee chairperson Caroline Aldrich and editors Lucy McDermott and Henrianne Wakefield, U.S. Educational Foundation in Greece Directors David Larsen and William Ammerman and Deputy Director Aliki Cambouroglou, and translator George Panayiotou. Each of them, and many more, deserves a fuller tribute than space allows.

To the officials of the Greek Ministry of National Education and Religion, the Greek Consulates in Washington, D.C., New York, and Chicago, and the U.S. International Communication Agency in the United States and in Greece, I convey my deep appreciation for their wholehearted cooperation and assistance.

To my wife, Betty Jo, without whose understanding, encouragement, and patience the project would never have been completed, this volume is dedicated.

The opportunity to know Greece and her people better has been a joy and a rich reward.

Gene Oliver
Urbana, Illinois
January, 1982

1. E. B. Castle, *Ancient Education and Today* (Athens: Penguin Books, 1961), p. 11.

YUGOSLAVIA
BULGARIA
ALBANIA
TURKEY
Serrai
Kavala
Komotini
Alexandroupolis
Florina
Thessaloniki
Kozani
Ioannina
Larissa
Karditsa
Lamia
Mytilini
MYTILINI
Mesolongi
Chalcis
Patrai
ATHENS
Piraeus
Smyrna
Tripolis
Naxos
Paros
Rhodes
RHODES
GREECE
miles
Km
Chanea
Rethymnon
Iraklion
CRETE

11

Chapter One

Introduction

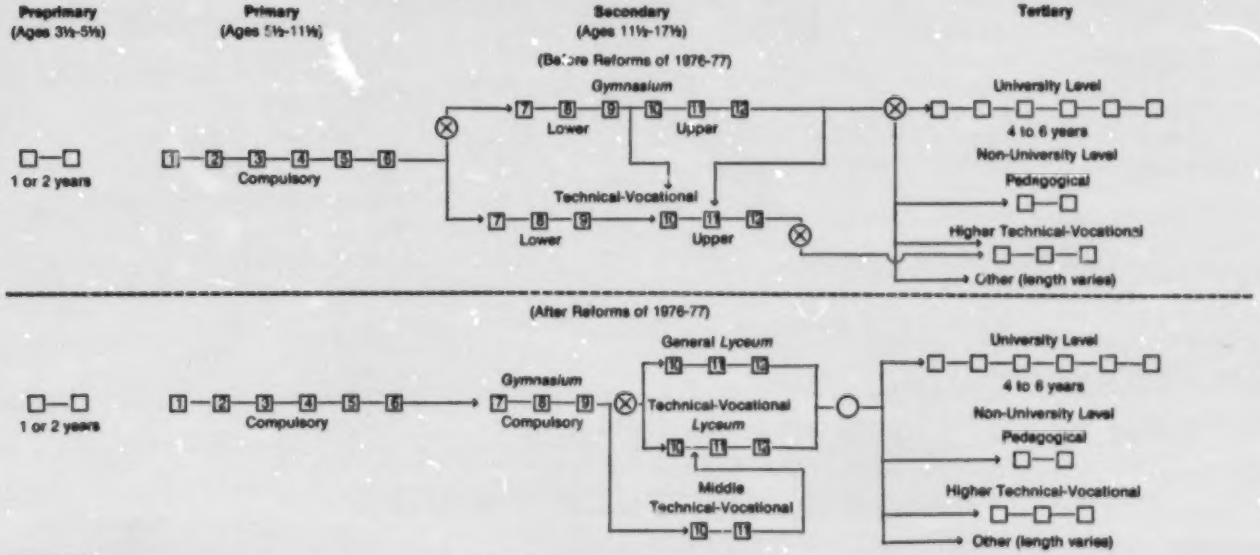
In the modern era, Greece emerged as an independent nation in the early 1800s, after four centuries of subjugation under the Ottoman Empire. The Greek War of Independence ended in 1829, but it was not until after World War II that the nation acquired its present boundaries. Greece is bordered by three seas (the Aegean on the east, the Mediterranean on the south, and the Ionian on the west) and by Albania, Yugoslavia, Bulgaria, and Turkey on the north and northeast. The total land area is about the size of the State of New York. Although the economy of Greece is mainly agricultural, more than half the nation's estimated population of 9.5 million is concentrated in urban areas, with more than three million in the Athens area alone. The homogeneous population is more than 95% Greek, with Turk, Albanian, and Romanian minorities, and 95% are Greek Orthodox.

Since the War of Independence (1821-1829), the political system in Greece has undergone numerous changes, alternating among constitutional monarchies, military dictatorships, and parliamentary democracy. However, in contrast to the nation's political history, the educational system has been relatively stable. This stability has been attributed to several factors: strong centralized control and supervision; lack of funds to support experimentation and change; the conservative influence of the church; and the more than one hundred years' imposition of an "official" form of the Greek language, *katharevousa*, as the language of instruction. The common language of the people, *demotike*, was finally accepted for instruction in the first grades of the primary school in 1917, and in all six primary years in 1929. But it was not until 1976 that *demotike* was established as the official medium of instruction through the university level. Insistence, for so many years, on the artificial, written but rarely spoken, *katharevousa* form of the language was one of the factors which discouraged students from completing secondary school.

During the decade of the Second World War and the Civil War that followed (1940-50), destruction of school buildings and the shortage of teachers interrupted the normal functioning of the educational system. Significant reforms introduced in 1964 were soon abolished when, on April 21, 1967, an army faction staged a *coup d'etat*, parliamentary government was suspended, and a military *junta* came to power. Not until the restoration of civilian rule seven years later were these and other reforms fully imple-

Table 1

Educational System of Greece



⊗ Selection through national examinations.

○ Selection on the basis of a composite index derived from the following:

1. National Panhellenic examinations at the end of each of the last two years in the *lyceum* (grades 11-12).
2. Grade point average on the *apolyterion* (based on marks in all courses in grade 12).
3. Grade point average in grade 11.

Source: Based on diagram prepared by Professor Andreas Kazamias, Professor of Comparative Education, University of Wisconsin.

mented. This volume is primarily concerned with the educational system as it existed during the most recent period of military dictatorship (1967-1974) and as it has developed since.

In Greece, the educational system has always been highly centralized, with authority from the Ministry of National Education and Religion extending to the classrooms of the primary and secondary schools. Curriculums, timetables, textbooks, and teaching methods have all been uniform, and the appointment and promotion of teachers have been centrally controlled as well. Under the military dictatorship, controls were even more thorough. The structure of the educational system during the period of military rule and prior to the 1976-77 reforms is illustrated in Table 1. The six-year primary school was compulsory, followed by either (1) a six-year, non-compulsory, selective *gymnasium* leading to university level education, or (2) technical-vocational schools consisting of a three-year lower stage and a three-year upper stage. The technical-vocational schools led to higher technical-vocational (postsecondary) institutions which were largely private.

Following the return of civilian government in 1974, a new Constitution and a series of laws were adopted which brought fundamental changes to the educational system. These may be summarized as follows:

1. Extension of compulsory education from six to nine years.
2. Provision of free education at all levels.
3. Establishment of *demotike*, the popular form of modern Greek, as the official language through the university.
4. Abolition of lower vocational schools (grades 7-9).
5. Division of the secondary school into two cycles—a three-year compulsory *gymnasium* (grades 7-9) and a three-year, non-compulsory, selective *lyceum*[1] (grades 10-12).
6. Abolition of entrance examinations for the *gymnasium*.
7. Abolition of end-of-year examinations in the three grades of the *gymnasium*.
8. Revision of primary and secondary curriculums, with more emphasis on physical science and mathematics.
9. Utilization of modern Greek translations of ancient Greek texts in the *gymnasium*.
10. Organization of three types of technical-vocational schools: one- or two-year post-*gymnasium* middle schools, three-year *lycea*, and postsecondary Centers for Higher Technical and Vocational Education (KATEE).
11. Revision of the selection system for higher education.
12. Establishment of the Center for Educational Research and Teacher In-Service Training (KEME) to conduct research, advise the Ministry of National Education and Religion, prepare curriculums, provide further training for teachers, and supervise the writing and publication of textbooks.

1. Both the spelling and the phonetic value of the Greek form of this word are rendered more correctly in the Romanized form as *lykeion*, or in the plural, *lykeia*. However, the spellings more familiar to readers of English (*lyceum, lycea*) will be used throughout the text.

13. Revision of the organization and staffing of university-level education.
14. Placement of all private schools (preprimary, primary, secondary, and tertiary) under the supervision of the state.

It should be noted, however, that these modifications in the Greek educational system left several basic, long-established features unchanged. For example, strong centralized control of education, a conservative emphasis on traditional academic subjects, and a high degree of selectivity continue to characterize Greek education. Table 1 illustrates the current structure of the educational system.

Chapter Two

Primary and Secondary Education

Preprimary and Primary Education

In Greece, preprimary (*nepiagogrion*) education is free, but not compulsory. It is available to students for one or two years (ages 3½-5½), and primarily in the urban areas. The school year begins about September 15 and ends about June 10, and the curriculum stresses religious instruction, ethics, and social adaptability, with little formal instruction.

In 1978-79, preprimary enrollment totaled 133,706 (about 45% of the age group), of which only 11% attended private schools. All teachers in preprimary schools are women, and the student-teacher radio is about 26:1.[1]

A six-year primary education (*dimotike ekpaedeuse*), for ages 5½-11½, is compulsory and free. The length of the school year is the same as that for preprimary schools—September 15-June 10.

Primary schools are classified on the basis of the number of teachers, ranging from *monothesia* (one teacher and 15-30 students) to *dekapentathesia* (15 teachers and 421-450 students). The most common are the *exathesia* schools, with six teachers, one for each grade.[2] Successive governments in Greece have attempted to reduce the number of one-room, one-teacher primary schools, but as late as 1975-76, there were still 3,498 such schools, serving about 8% of the total enrollment. Student-teacher ratios have been reduced in the public primary schools from 50:1 in 1955 to 29:1 in 1976-77. In the private schools, the ratios declined from 30:1 to 25:1 in the same period. Ratios differ among the regions of the country, with larger class sizes in Athens.[3]

The primary school curriculum, number of subjects at each grade level, time spent on each subject, and topics to be covered are specified in detail by the Ministry of National Education and Religion. Subjects taught in the *exathesia* primary schools, and the number of hours in each, are indicated in Table 2.

---

1. Organization for Economic Cooperation and Development, *Educational Policy and Planning: Educational Reform Policies in Greece* (Paris: Organization for Economic Cooperation and Development, 1980), pp. 64, 107.

2. Byron G. Massialas, *The Educational System of Greece* (Washington, D.C.: Government Printing Office, 1961), p. 6.

3. *Educational Policy and Planning*, pp. 26, 104.

Table 2

Curriculum of *Exathesia* (Six-Teacher) Primary Schools, by Grade

Subjects	Grade:	Hours per Week 1	2	3	4	5	6
Arithmetic & Geometry		3	3	3	3	4	4
Arts & Crafts		2	2	2	2	2	2
Citizenship		–	–	–	–	1	1
Cultural Expressions & Athletics		–	–	–	2	2	2
Geography		–	–	2	2	2	2
Greek Language		9	9	10	9	8	8
History		–	–	2	2	2	2
Music		2	2	2	2	2	2
Physical Education		2	2	2	2	1	1
Physics & Chemistry, including Personal Hygiene		–	–	2	2	3	3
Religion		1	1	2	2	2	2
Study of Environment		5	5	–	–	–	–
	Total	24	24	27	28	29	29

Source: Hellenic Republic, *Government Gazette* (Athens, 12 November 1977), as quoted in Massialas, p. 6.

Until March 1981, students attended primary school for six days a week, with average daily instructional time ranging from four hours in grade 1 to almost five hours in grade 6. With the change to a five-day week, the total number of hours per week officially remained the same. Final examinations at the end of each year are oral for grades 1-4, and written for grades 5-6. Primary school graduates are awarded a certificate of completion *(apolyterion)* and then enroll in the compulsory *gymnasium*, the first stage of secondary education. (The same title—*apolyterion*—is also used for the documents awarded on completion of both stages of secondary school, middle technical-vocational schools, and Schools of Assistant Nurses.) The marking system in primary schools ranges from a low of zero to a high of 10, with 5 as the lowest passing mark. In 1978-79, there were 922,740 students enrolled in 9,654 primary schools, of which 340 were private.[4]

Secondary Education

The reforms of 1976-77 brought about a change in the organization of secondary education—both general and technical-vocational. The pre- and post-reform systems are described below.

4. Massialas, p. 4.

System Prior to 1976-77

General secondary education was provided in a six-year *gymnasium*—either classical or scientific. The proportion of primary school graduates entering the six-year *gymnasium* just prior to the reforms was approximately 83%.[5] The curriculum of the pre-1976 classical *gymnasium* is shown in Table 3; the scientific *gymnasium* differed from the classical only in a somewhat greater emphasis on mathematics and physics and somewhat less on ancient Greek, Latin, and history.

Table 3

Curriculum of the Six-Year Classical *Gymnasium* (Before 1976), by Grade

	Hours per Week						
	Lower Cycle			Upper Cycle			
Subjects Grade:	7	8	9	10	11	12	Total
Ancient Greek	5	6	6	7	7	8	39
Anthropology	–	1	–	–	1	–	2
Biology	–	–	1	–	–	1	2
Civics	–	–	½ hr.	–	–	1	1½
Elementary Technology	1	1	1	1	–	–	4
Foreign Language	3	3	3	2	2	2	15
Geography	2	1	2	1	1	–	7
History	3	3	3	3	3	3	18
Home Economics (girls)	2	1	1	1	1	–	6
Hygiene	–	1	–	–	1	–	2
Latin	–	–	–	3	3	2	8
Mathematics	4	4	4	4	4	4	24
Modern Greek	4	4	4	4	4	4	24
Music	1	1	1	1	–	–	4
Occupational Career Guidance	–	–	½ hr.	–	–	–	½
Philosophy, Psychology, Logic	–	–	–	–	2	2	4
Physical Education	3	3	3	3	3	3	18
Physical Science	–	–	–	–	–	1	1
Physics	2	3	3	3	3	3	17
Religion	2	2	2	3	2	2	13
Total (boys)	30	33	34	35	36	36	
Total (girls)	32	34	35	36	37	36	

Source: Hellenic Republic, *Government Gazette* (Athens, 10 November 1969), as quoted in Massialas, p. 7.

Students who successfully completed primary school could enter a lower technical-vocational school (*scholi katoteras technikis ekpaedeuseos*, grades

5. *Educational Policy and Planning*, p. 24.

7-9), if they were unable to qualify for *gymnasium* or if they did not wish to continue in the direction of general education. Most students in such schools were between the ages of 13 and 18, and many were *gymnasium* dropouts.

Students who completed the lower technical-vocational schools or the lower stages (first three years) of the six-year *gymnasium* could enter the three-year upper technical-vocational schools (grades 10-12) without entrance examinations. In 1974-75, there were 71,150 students attending 780 upper technical-vocational schools, and 56% of them were in private schools.[6] Students could specialize in programs for the training of electricians, radio and television technicians, mechanics, draftsmen, rural surveyors, maritime mechanics, accountants, medical technicians, and agricultural workers.

System Following Reforms of 1976-77

General education at the secondary level in Greece is now divided into two cycles—a three-year compulsory *gymnasium* (grades 7-9), after which all education is non-compulsory, and a three-year selective *lyceum*. Two-year middle technical-vocational schools (grades 10-11) are also provided as an option for students completing *gymnasium*. Both public and private secondary schools are available. In 1976-77, student-teacher ratios were 26:1 in public, and 38:1 in private schools.[7] There are few coeducational secondary schools, but the number is increasing.

Secondary schools in Greece shifted from a six-day to a five-day week in March 1981, at the same time as the primary schools. The hours of instruction per week, however, were reduced only slightly.

Marking System. Under both the pre- and post-reform systems, marks in the secondary schools extend from a low of zero to a high of 20, with 10 the lowest passing mark. In 1980, the Office of Educational Affairs of the Consulate General of Greece in New York reported the following scale for secondary school (*gymnasium* and *lyceum*) marks in Greece:

18.5-20.0	excellent	12.5-15.4	good	Below 10	fail
15.5-18.4	very good	10.0-12.4	pass		

A survey of admissions officers in selective U.S. colleges and universities enrolling Greek students (see Appendix I) indicated that secondary school averages required for admission ranged from 12.0 to 15.5. This would suggest that marks in the "good" range are considered comparable to "B" or higher in the American secondary school.

Certificates. The certificate awarded on successful completion of the old six-year *gymnasium* and technical-vocational school, as well as the new *gymnasium*, *lyceum*, and middle technical-vocational school, is called the *apolyterion*. This certificate, although bearing the same title for a number of different programs, carries an identification of the type of program successfully completed.

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6. *Ibid.*, p. 30.
7. *Ibid.*, p. 105.

Gymnasium (Lower Secondary School)

Students who successfully complete the sixth year of the primary school must now continue their education in the three-year *gymnasium*. The 1978-79 enrollment in *gymnasia* totaled 378,552. Most students attend public day *gymnasia*, of which there are 1,092. Thirty public evening *gymnasia*, also three years in length, offer instruction to students who are employed during the day. Instead of the 30 hours of instruction per week provided in the day *gymnasia*, the evening *gymnasia* provide 24, by eliminating music and reducing the time spent in arts and crafts, physical education, and foreign language. Private *gymnasia* number 170, of which 25 are evening schools. Only about 5% of the *gymnasia* students are enrolled in private schools.[8] Teacher-prepared examinations are given during the year, and end-of-year examinations have been abolished.

The *gymnasium* includes ages 11½-14½, and the school year extends from about September 21 to June 30. The curriculum, which emphasizes traditional subjects, is shown in Table 4.

Table 4

Curriculum of Three-Year *Gymnasium*, by Grade

Subjects	Grade:	Hours per Week* 7	8	9
Ancient Greek Literature (in translation)		4	5	4
Anthropology & Hygiene		–	1	–
Arts & Crafts		2	1	–
Biology		1½	–	1
Educational & Vocational Orientation		–	–	1
Foreign Language		3	3	3
Geography (with components from Geology)		1½	1	1
History		3	2	2
Home Economics (girls)		2	1	–
Introduction to Democratic Government		–	–	1
Mathematics		4	4	4
Modern Greek Language & Literature		5	4	4
Music		1	1	1
Physical Education & Vocational Orientation		2	2	2
Physics & Chemistry		–	3	3
Religion		2	2	2
Technological Units (boys)		2	2	2
(girls)		–	1	2
	Total	31	31	31

Source: Hellenic Republic, *Government Gazette* (Athens, 20 September 1977), as quoted in *Educational Policy and Planning*, p. 26.

*In March 1981, teaching days were reduced from six to five, and hours per week reduced to 30. Distribution of hours among subjects was being reviewed at time of this writing.

8. Massialas, p. 4.

An increased emphasis on industrial arts and career awareness in the *gymnasium* resulted from the 1976-77 reforms. Currently, *gymnasium* students learn the principles of elementary technical drawing and the use of basic hand and power tools, construct simple projects, and study various industries and vocations.[9]

The certificate issued on completion of the *gymnasium* is the *apolyterion*. The *apolyterion* mark is the average of the marks in all subjects taken during the last year of the *gymnasium*.

Technical-Vocational Schools

The lower technical-vocational schools (grades 7-9) are being phased out. A 1977 law, "On the Organization and Administration of Secondary and Higher Vocational and Technical Education," provided for their incorporation into the *gymnasia* by 1983.

Under the 1977 law, students who complete the three-year *gymnasium* may enter a one- or two-year program (depending on the specialty) in a middle technical-vocational school or *scholi mesis technikis ekpaedeuseos*, (grades 10-11), without examination, to train for jobs as technicians. These schools combine general education and technical-vocational training. The great majority of the students are between 19 and 24 years of age, indicating that many are secondary school graduates or drop-outs.[10] Most of the teaching hours are devoted to theoretical rather than practical instruction, with approximately 30% of the teaching time devoted to laboratories and workshops.[11] The purpose of these schools is ". . . to consolidate the general education required in the *gymnasium*, and mainly to develop the knowledge and skills which will enable the students to follow a career in a specific technical or vocational field."[12] Graduates of two-year middle technical-vocational schools receive an *apolyterion* and those who wish to do so may enter the second year of a technical-vocational *lyceum* without entrance examinations. Those who have completed one year must qualify for *lyceum* entrance by taking the same entrance examination as other *gymnasium* graduates. In 1977-78, public middle technical-vocational schools enrolled 27,568 students, while the private schools enrolled 20,333, for a total of 47,901.[13] The private schools, which must follow the same curriculums as their public counterparts, are declining in number.

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9. Stamatis N. Paleocrassas and Nicholas E. Eliades, "The Introduction of Elementary Technology (Industrial Arts) into the Curriculum of the Greek *Gymnasium:* Implementation Problems and Trends" (review paper, Athens, 1981), p. 7.

10. *Educational Policy and Planning*, p. 80.

11. *Ibid.*, p. 106.

12. *Ibid.*, p. 30.

13. P. J. Rentzeperis, "The Structure of the Non-University Tertiary Education in Greece," *Reform and Development of Tertiary Education in Greece* (Athens: Ministry of National Education and Religion, 1979), p. 58.

Middle technical-vocational schools offer the following fields and specializations.[14]

1. Agriculture and Stock Breeding (cheese-making & dairy farming; animal science; gardening & floriculture; mechanized cultivation; arboriculture; meat processing).
2. Building Construction (reinforced & plain concrete; walls & plastering; exterior & marble work; woodworking; painting).
3. Electrical Technology (interior installations; automobile electrical systems; elevator electric systems; domestic appliances; industrial machinery).
4. Electronics Technology (radio and television appliances & installation).
5. Hairdressing.
6. Handicrafts (ceramics; pottery).
7. Mechanical Technology (internal combustion engines; tool manufacturing machinery; cooling & freezing installations; hydraulic installations; automobile engines; car-body building; welding; fitting; aircraft engines; metallurgy).
8. Office Workers and Retail Clerks (retail clerks; bookstore workers; keypunch operators).
9. Tailoring and Home Economics (cutting & sewing women's clothing; cutting & sewing ready-made clothing; cutting & sewing shirts; home economics; fur manufacturing).
10. Tanning.
11. Tourism Occupations (waiters; cleaners; cooks; bakers).
12. Watchmaking, Silversmithing, and Goldsmithing.

Lyceum (Upper Secondary School)

Attendance in a *lyceum*, the upper three-year cycle of secondary education in Greece (grades 10-12), is not compulsory. Admission requires entrance examinations as well as satisfactory completion of the *gymnasium*. The essay-type entrance exams are four days in length, and are administered simultaneously throughout Greece by the Ministry of National Education and Religion. Each examination is graded by two teachers who are not from the student's school.

Students may choose to take the examination for either the general *lyceum* or the technical-vocational *lyceum*, or both. The subjects examined for the general *lyceum* are composition, ancient Greek literature (in modern Greek translation), mathematics (algebra and geometry), and either history or physics. For the technical-vocational *lyceum*, the subjects examined are composition, physics, mathematics, and chemistry. In each subject, the exams cover material taught in the third year of *gymnasium*.[15] To enter a *lyceum*, students must pass each of the examinations with marks of 10 or above (on a scale of 0-20). The examinations are given in June and September; students failing one or more subjects in June may retake the exams in

14. Ministry of National Education and Religion, "Technical and Vocational *Lycea*," General Directorate of Technical and Vocational Education (Athens, 1980) (in Greek).

15. *Ibid.*, p. 149.

those subjects in September or the following June without repeating the course.

In June 1978, of the 64,556 students taking *lyceum* entrance examinations, 51,150 or 81.5% passed.[16] The exams are thus considered to serve more of an allocative than a selective function between the general and technical-vocational *lycea*. At present, about 20% of the students entering *lycea* choose the technical-vocational route, and it is generally conceded that the better students prefer the general *lycea*.

The 1978-79 enrollment in *lycea* totaled 208,140. About 92% attended public day *lycea*, of which there are 714. Thirty public evening *lycea*, which are four years in length, provide 25 hours of instruction per week to students employed during the day. Private *lycea* number 177, of which 28 are evening schools.[17] The private *lycea* are required to follow the same curriculums and abide by the same regulations as the public *lycea*.

The marking system in the *lyceum* is the same as that in the *gymnasium* (zero to 20, with 10 as the minimum passing mark). The certificate issued on completion of the *lyceum* is called the *apolyterion*. (See Appendix H, Document 1, for a copy of the *apolyterion* from a general *lyceum*.) Prior to 1979-80, the *apolyterion* listed the courses taken the final year (grade 12), the mark in each, and the *apolyterion* mark, which is the average of all final-year course marks. Beginning in 1979-80, the *apolyterion* also lists courses and marks for grade 11, as well as marks on the national Panhellenic examinations given at the end of grades 11 and 12 (see below). The *lyceum apolyterion* is of two types: Type A for those electing the classical option, and Type B for those electing the mathematics and science option. An *apolyterion* mark of 10 or above is required for graduation from the *lyceum*.

End-of-year examinations are given by school authorities each year, for purposes of promotion and graduation. These exams are in addition to the Panhellenic examinations at the end of grades 11 and 12.

Panhellenic Examinations

The Panhellenic examinations, which are described in greater detail in Chapter Three, are national examinations administered at the end of grades 11 and 12. The marking system is the same as that used in the *gymnasium* and the *lyceum*. Panhellenic examination marks are not a factor in determining eligibility for graduation from the *lyceum*, but are used as one of the factors in determining admission to higher education. They replaced the national examinations, which were employed from 1964 until 1980 as the single determinant of admission. Students enrolled in general *lycea* are required to take the Panhellenic examinations, while the exams are optional for students in the technical-vocational *lycea*. The Panhellenic examinations are administered by the Ministry of National Education and Religion, are given simultaneously throughout Greece, and are of the essay type. The results are released in August.

16. Massialas, p. 9.
17. *Ibid.*, p. 4.

General *Lyceum*

The general *lyceum* is the most common of the several types of *lycea* available, and is a preparatory school for higher education. The curriculum is highly academic. The subjects required for each year of the general *lyceum*, and the hours per week for each subject, are given in Table 5.

In the second and third years of the general *lyceum*, students elect additional subjects in either the "A" (classical) or the "B" (scientific) option. They must take these additional subjects which, with modern Greek (composition), constitute the basis for the Panhellenic examinations.

Table 5

Curriculum of General *Lyceum*, by Year

Subjects	Grade:	Hours per Week*			
		10	11	12	
Ancient Greek		6	5	4	
Biology		–	–	1	
Civics		–	–	1	
Economic Geography		–	1	–	
Foreign Language		3	3	2	
Geography		1	–	1	
History		3	2	2	
Hygiene & Anthropology		–	1	–	
Logic		–	–	2	
Mathematics		5	4	3	
Modern Greek		4	4	4	
Music		1	–	–	
Physical Education		3	3	3	
Physics		4	–	–	
Physics & Chemistry		–	3	3	
Psychology		–	2	–	
Religion		2	2	2	
Technical		1	–	–	
Options			A B	A	B
Ancient Greek		–	2 –	3	–
History		–	2 –	2	–
Latin		–	2 –	2	–
Mathematics		–	– 3	–	4
Physics & Chemistry		–	– 3	–	3
	Total	33	36 36	35	35

Source: Hellenic Republic, *Government Gazette* (Athens, 15 May 1978 [grade 10], and 23 November 1978 [grade 11]), as quoted in Massialas, pp. 8-9; (23 October 1979 [grade 12]).

*In March 1981, days of instruction per week were reduced from six to five, and number of hours were reduced to 30 for first year, 32 for second, and 32 for third. Distribution of subject hours was being reviewed at time of writing.

Table 6

Curriculum of Technical *Lyceum* (Mechanical Technology—Industrial Installations & Production), by Year

Subjects	Year:	Hours per Week* 10	11	12
Air Conditioning		–	–	2
Automotives—Technical Works		–	–	2
Chemistry		2	–	–
Economic Life & Business Activities		1	–	–
Electrical Applications		1½	–	–
Electrical Engineering Lab		1	–	–
Elements of Democratic Government		–	–	1
Elements of Machinery		–	2	–
Elevating-Shifting Machines		–	–	2
Environment & Health		1	–	–
Foreign Language		3	2	2
Greek Language		4	4	4
History		–	2	2
Introduction to Modern Agriculture		1	–	–
Introduction to Technology		1	–	–
Mathematics		5	4	3
Mechanical Drawing		–	3	–
Mechanical Engineering Laboratory		1½	–	–
Mechanical Technology Measurements Laboratory		–	7	8
Mechanics		2	–	–
Motor Engines		–	2	3
Physical Education—Athletics		2	2	1
Physics		3	2	2
Religion		2	1	–
Strength of Material		–	2	–
Technical Drawing		4	–	–
	Total	35	33	32
Option B				
Chemistry		–	2	2
Mathematics		–	3	4
Physics		–	2	2
	Grand Total	35	40	40

Source: Hellenic Republic, *Government Gazette* (Athens, 8 October 1979), p. 2306.

*In March 1981, days of instruction per week were reduced from six to five, and number of hours reduced to 30 for first year, 32 for second, and 32 for third. Distribution of hours among subjects was under review at time of this writing.

Technical-Vocational *Lyceum*

The purpose of the technical-vocational *lyceum*, which began operation in 1977-78, is to prepare students in both general and technical-vocational education, so that they may either enter a tertiary education institution or immediate employment. It is the expressed purpose of the Greek Government that general and technical-vocational *lycea* enjoy "parity of esteem." To help achieve this goal, the 1977 law provides that "graduates of technical and vocational *lycea* may be appointed to positions in the public sector or public enterprises for which the school-leaving certificate of a *lyceum* or a six-year *gymnasium* is the required qualification" (Article 51, par. 4, Law 576/1977). Other points of parity include the following:

- Entrance examinations (basically similar for both types of *lycea*).
- Faculty qualifications. (Technical-vocational *lyceum* teachers of general, theoretical, and scientific subjects must hold university degrees, and teachers of technological subjects and workshops must be graduates of polytechnics, Centers for Higher Technical and Vocational Education, or the Technical and Vocational Teacher Training College.)
- Curriculums. (In technical-vocational *lycea*, general subjects are included.)[18]

Despite the new law, which broke with the Greek tradition of assigning technical-vocational education an inferior position, the demand for general education is still much greater than for technical-vocational, and the better students favor general *lycea*.

Students may major in the following fields in the technical-vocational *lycea:*

Technical—Building & Architectural Design; Chemical & Metallurgical Technology; Electrical Technology; Mechanical Technology.

Vocational—Agriculture; Applied Arts; Business Admin.; Social Services.

While some *lycea* are designated "technical" and some "vocational," the only difference is in the nature of the programs offered. The curriculum for each year of the mechanical technology program of the technical *lyceum* is given in Table 6, while Table 7 presents the curriculum for each year of the social services (medical and biological laboratory assistants) program in the vocational *lyceum*.

Students in technical-vocational *lycea* who wish to continue to university-level education must take the additional Option "B" (scientific) subjects required of students in the general *lyceum* who elect the same option. These additional subjects are not required for graduation, however. The Panhellenic examinations, which are required for all general *lyceum* students, and the results of which enter the formula for determination of admission to tertiary education, are optional for students in technical-vocational *lycea* unless they wish to apply to university-level institutions *(anotati ekpaedeuse)*. Of those graduating from technical-vocational *lycea* in 1980, approximately 40% completed Panhellenic examinations.

18. *Educational Policy and Planning*, p. 167.

Table 7

Curriculum of Vocational *Lyceum* (Social Services—Medical & Biological Laboratory Assistants), by Year

Subjects	Year:	Hours per Week* 1C	11	12
Accounting		1½	–	–
Agricultural Orientation		½	–	–
Biochemistry		–	–	3
Blood Bank		–	–	3
Chemistry		2	–	–
Deontology		–	–	1
Disinfection & Lab Equipment		–	3½	–
Economic Life & Business Activities		1	–	–
Elements of Democratic Government		–	–	1
Elements of Descriptive Anatomy		1	–	–
Elements of Genetics		1	–	–
Elements of Human Physiology		1	–	–
Elements of Soil Analysis & Agricultural Machinery		1½	–	–
Environment & Health		1	–	–
Exchange Technique		1	–	–
Foreign Language		3	2	2
Greek Language		4	4	4
Hematology		–	2	–
History		–	2	2
Immunology		–	–	1
Instrument Technology Laboratory		–	–	2
Introduction to Technology		1	–	–
Laboratory Animals		–	3½	–
Laboratory Tests—Filing		–	–	3
Mathematics		5	4	3
Microbiology		–	2½	3
Modern Agriculture		1	–	–
Parasitology		–	–	1
Personal and Public Hygiene		–	1	–
Pharmacology		–	1½	–
Physical Education—Athletics		2	2	1
Physics		3	2	2
Psychology		–	1	–
Religion		2	1	–
Sociology		–	1	–
Technical Drawing		2½	–	–
	Total	35	33	32
Option B				
Chemistry		–	2	2
Mathematics		–	3	4
Physics		–	2	2
	Grand Total	35	40	40

Source: Hellenic Republic, *Government Gazette* (Athens, 8 October 1979), p. 2311.

*In March 1981, days of instruction per week were reduced from six to five, and number of hours reduced to 30 for first year, 32 for second, and 32 for third. Distribution of hours was being reviewed at time of writing.

Other *Lycea*

In addition to the general and technical-vocational *lycea*, there are eight "model classical *lycea*" (two in Athens and one each in Patras, Volos, Ioannina, Kozani, Alexandroupolis, and Chanea), where emphasis is given to ancient Greek, Latin, and history. Their total enrollment in 1980-81 was 871. Graduates of model classical *lycea* normally apply to enter the theoretical fields of study (such as philology and history) at the university level. The curriculum of the model classical *lyceum* is shown in Table 8. Although Table 8 does not list Option A subjects, the hours per week in those subjects are the same or greater than in the general *lyceum*.

Table 8

Curriculum of Model Classical *Lyceum*, by Year

Subjects	Year:	Hours per Week 10	11	12
Ancient Greek Literature		9	8	8
Economical Geography		–	½	–
Elements of Democracy		–	–	1
Foreign Language		2	2	2
Geology/Mineralogy		1	–	–
General Biology		–	–	1
German Language		2	2	2
History		3	4	4
Hygiene & Anthropology		–	½	–
Latin		3	2	2
Mathematics		4	3	2
Modern Greek Language & Literature		4	4	4
Music		1	–	–
Philosophy		–	–	2
Physical Education		2	2	2
Physical Geography		–	–	1
Physics & Chemistry		3	3	3
Psychology		–	2	–
Theory of Religion		2	3	2
	Total	36	36	36

Source: Office of Educational Affairs, Consulate General of Greece, New York, NY, 1980 (personal letter).

There are also four merchant marine *lycea*, which follow essentially the same program as the general *lycea*, but which give special emphasis to subjects related to navigation.

Finally, there are 15 "model schools" attached to universities and used to help train secondary school teachers. These schools are six years in length, combining *gymnasium* and *lyceum*. Competition for admission is high, and examinations are required for admission to grade 7. Five of these model schools are located in Athens, two in Piraeus, and eight in other cities. Their 1980-81 enrollment totaled 5,716.

The type of *lyceum* which a student attended is designated on the *apolytirion*.

Private Secondary Education

Private secondary schools, under the supervision of the Ministry of National Education and Religion, exist in limited numbers. In 1979-80, private *gymnasia* enrolled 5%, and private *lycea* 8%, of the students enrolled at these levels. Private *gymnasia* and *lycea* must follow the curriculums and all other regulations prescribed for the corresponding public schools, but usually offer some additional courses or activities.

According to the Ministry of National Education and Religion in 1978, the failure rate for the *lyceum* entrance examinations was twice as high for private as for public *gymnasium* graduates, although the range of success for those from among the private schools varied greatly.[19] Students in private *lycea* must follow the same requirements for completion of optional subjects and Panhellenic examinations as students in the public sector.

Selected private schools with Greek-American sponsorship (Anatolia College, Athens College, Pierce College, and the Thessaloniki Agricultural and Industrial Institute) are described in Appendix A, along with two American schools (the American Community Schools of Athens, Inc., and the Thessaloniki International High School and Pinewood Elementary School), one international school (TASIS-Greece/HIS), and one Greek private school (Moraitis). All send some of their graduates to the United States for further study. The two American schools and the international school are exempt from Greek Ministry curriculum requirements, and offer an American-style program of studies.

Frontisteria

In 1977, fewer than one in five of those taking entrance examinations were admitted to tertiary-level educational institutions. Because of the extreme selectivity resulting from the shortage of spaces, and the high value placed

19. Massialas, pp. 4-5.

on tertiary education, a large number of private tutorial institutes, called *frontisteria*, have developed. The *frontisteria* are designed to help students prepare for examinations for entry to the *lyceum* or to tertiary education. Many *frontisteria* also provide instruction in a foreign language.

Attendance at a *frontisterion*, which is in addition to, not in lieu of, attendance in a *gymnasium* or *lycrum*, has become a virtual requirement for those who can afford it. A report in 1977 indicated that 83% of the university students in Greece had attended *frontisteria*. Another report in the same year noted that among university students who attended *frontisteria*, 23% started during the second year of *lycrum*, 40% during the third year, and 33% attended after completion of *lycrum*.[20]

Attendance at a *frontisterion* may vary from 2 to 4 hours a day or, in foreign language *frontisteria*, 3 to 5 hours a week. The expense is considerable. Reports by university students in 1977 who had attended *frontisteria* indicated fees ranging from $30 to $110 per month.[21] And students who fail to gain admission to tertiary education often continue attending the *frontisteria* in preparation for another attempt. Classes are conducted in the afternoon and evening for the benefit of students who are working or still attending a *gymnasium* or *lycrum*.

Students obtain no official documents as a result of *frontisterion* attendance. No fixed curriculums or periods of attendance are established, and no certificates or "credits" are issued.

Foreign language *frontisteria* are not controlled by the Ministry of National Education and Religion, but those offering programs to aid students entering *lycra* and tertiary education are visited regularly by Ministry inspectors. The inspectors check their facilities and the qualifications of their instructors, many of whom are teachers from the public educational system.

Ministry officials express the view that *frontisteria* are unnecessary for Panhellenic examination preparation, which they believe is adequately handled by the public schools. Others point out, however, that in view of the extreme competition for tertiary education spaces, *frontisteria* have become a psychological necessity for parents, who wish to do everything possible to improve their children's chances for admission. Thus far, the introduction of Panhellenic examinations has had no impact on attendance at *frontisteria*.

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20. Georgia K. Polydoridès, "Equality of Opportunity in the Greek Higher Education System: The Impact of Reform Policies," *Comparative Education Review* (February, 1978), pp. 80-81.

21. *Ibid.*, p. 81.

Chapter Three

Tertiary Education

Introduction

Tertiary education in Greece is divided into two categories: university-level or "highest" education *(anotati ekpaedeuse)*, and non-university tertiary level or "higher" education *(anotera ekpaedeuse)*. The former category is limited to the 14 public universities (some of which do not have the term "university" in their names), while the latter is comprised primarily of teacher training institutions and the Centers for Higher Technical and Vocational Education (KATEE).

In Greece, the distinctions between university and non-university levels of tertiary education are significant, and clearly marked. For example, *anotati* institutions require at least four years of study, elect their own faculty members, and are relatively free to administer their own budgets. *Anotera* institutions, on the other hand, must limit the length of their programs to no more than three years; their teachers are appointed by the Ministry of National Education and Religion; and they have much less control over the administration of their budgets.[1]

While it is necessary to observe these distinctions in describing the Greek educational system, the general term "tertiary education" will be used, as in the title of this chapter, when a general reference to postsecondary education is required.

This chapter includes descriptions of the Greek university-level institutions and two types of *anotera* (non-university tertiary level) institutions: Centers for Higher Technical and Vocational Education (KATEE); and the teacher training institutions.

Because of their specialized nature, other types of *anotera* education, such as nurses' training, certain ecclesiastical programs, and training in the performing arts and in police work, are described in later chapters.

The military academies, which are classified as *anotati* (university level) institutions, are also described separately.

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1. Alexis Dimaras, "Tertiary Education and Research," in *Griechenland* (Göttingen, Germany: Vandenhoeck and Ruprecht, 1980), p. 472.

Admission

Old System

Until 1964, admission to tertiary education was based on entrance examinations prepared and administered separately by each institution.[2] From 1964 to 1980, uniform national examinations, administered by the Ministry of National Education and Religion, replaced the differing institutional exams. Applicants who completed secondary education and held the *apolyterion* took four three-hour written exams during a period of four to eight days in late August and early September.

For purposes of admission, the various Schools within institutions at both the university and non-university levels were divided into groups. Students did not apply for admission to an institution per se, but to all of the Schools within one of the groups. For example, application could be made for admission to the Schools of Law (one of the groups), regardless of the institution in which they were located. Students did, however, indicate their priority among the institutions offering the Schools in the chosen group.

The examinations were prepared by a central committee of university professors and senior secondary education inspectors. The completed examinations were graded independently by two secondary education teachers. On a zero to 20 marking scale, evaluations by the two graders which differed by more than 4 points were given a final evaluation by a senior secondary education teacher.

The subjects covered by the entrance exams differed according to the group of Schools to which the student applied. The examinations for the Medicine and Pharmacy group, for example, were in composition, physics, chemistry, and anthropology-biology. Minimum scores were established for each group, and successful candidates were assigned to Schools based on their examination marks and their order of priority among the Schools.[3]

New System

A new procedure for determining admission was initiated in 1978-79 and was first effective for students entering higher education in Fall, 1980. The national entrance examinations were abolished, and a system of Panhellenic examinations took their place. Now, at the end of the second year of the *lyceum*, and again at the end of the third year, students take the Panhellenic examinations in modern Greek (composition), and in those additional subjects included in the option which they elected to follow in the second and

2. *Ibid.*, p. 485.

3. Lysimahos Mavridis, "The Greek University System: Organization and Autonomy," *Reform and Development of Tertiary Education in Greece* (Athens: Ministry of National Education and Religion, 1979), pp. 25-26.

third years. The additional subjects for students following the classical option (Option A) are ancient Greek, Latin, and history. For those following the mathematics and science option (Option B), the additional subjects are mathematics, physics, and chemistry. All of the additional subjects, except Latin, are also included in the curriculum required of all students; the extended study of these subjects is designed to give greater depth and breadth of knowledge. In the technical-vocational *lycea*, only those students who wish to continue into tertiary education take the additional subjects, and only Option B is offered. Technical-vocational *lycea* students are required to complete the Panhellenic examinations only if they wish to enter university-level institutions.

Students with a Type A (classical) *apolyterion* may apply for admission to university-level Schools of Theology, Philosophy, Law, and the Panteios Highest School of Political Sciences. Type B (mathematics and science) *apolyterion* holders may apply to Schools of Engineering, Medicine, Dentistry, Veterinary Medicine, Physics and Mathematics (including Pharmacy), and Agriculture. Either *apolyterion* qualifies a student to apply for admission to the Highest School of Economics and Commercial Sciences, the Schools of Industrial Studies, the School of Fine Arts, the Pedagogical Academies, Higher Schools of Home Economics, National Academy of Physical Education, and Schools of Kindergarten Teachers, as well as the Centers for Higher Technical and Vocational Education (KATEE) and private higher technical schools. In completing their application forms, students mark their order of priority among Schools (such as Schools of Engineering or Pedagogical Academies), specialization within Schools where appropriate (such as Mechanical Engineering or Food Technology), and the institutions where the programs are offered (such as the University of Athens or the Center for Higher Technical and Vocational Education at Thessaloniki).

Selection into the "highest" educational institutions (universities) is determined by the applicant's preference of Schools plus a composite index based on the sum of the following:

—The average of the final marks in all courses at the end of the second year of the *lyceum*.

—The average of the final marks in all courses at the end of the third year of the *lyceum* (which is also the *apolyterion* mark).

—The marks on the Panhellenic examinations at the end of the second and third years of the *lyceum*. These marks are multiplied by a particular coefficient for each School, based on the weights which have been assigned by the School to particular subjects. It is estimated that approximately 80% of the selection index is based on the Panhellenic examination marks.

A national computer match follows the Panhellenic examinations, resulting in the assignment of successful applicants to the particular School that was highest on their priority list and for which they qualified on the basis of their composite indices. The spaces in each School are filled with the applicants who included that School in their priority list, and assignments

are made in the order of the students' composite indices, starting with the highest until all spaces have been filled.

Selection into "higher" institutions (non-university tertiary) is the same as that described above, except that Panhellenic examinations are not required, and the marks in the additional subjects (Option A or B) in the second and third years of the *lyceum* may be substituted for marks on the Panhellenic examinations.[4]

Advantages claimed for the new examination system include the following:[5]

- The two options will be available in all general *lycea*, including those in the smaller towns and villages.
- The Panhellenic examinations are a part of the *lyceum* examinations rather than additional external examinations.
- The Panhellenic examinations will be based on what is taught in the *lyceum*.
- The extreme pressure and element of chance resulting from reliance on a single external examination will be reduced by use of the composite index and scheduling of two Panhellenic examinations a year apart.
- Students attending technical-vocational *lycea* will not be obligated to take the Panhellenic examinations if they do not plan to apply for admission to tertiary-level institutions. (Students in the general *lycea* are required to take the Panhellenic examinations, regardless of their plans for further education.)

On the other hand, the Panhellenic examinations are criticized by some because they place great pressure on teachers to concentrate, during the last two years of the *lyceum*, on those topics to be covered in the exams, and because the pressure on students now extends over a longer period of time. In any case, since there are far more candidates than places, there continues to be much dissatisfaction with the selection system in Greece. Approximately one of every five candidates gains entry to a "highest" or "higher" level institution. Competition for places varies with the level of institution and the Schools within the institutions. Students who fail to gain entry may try again the following year, may study abroad, may enter a private technical school or one of the private higher education institutions, or may enter the world of work.

Highest Level (*Anotati*) Education

Public Institutions

University-level education in Greece is at the *anotati* or "highest" level. It is offered in 14 public institutions, which are "semi-independent establishments supervised and financed by the state; each is a self-governing cor-

4. *Educational Policy and Planning*, pp. 150-151.

5. *Ibid.*, p. 151.

porate body under public law."[6] While legally independent and self-administered, the 14 institutions are regulated, to a large extent, by legislative decree. For example, such areas as internal governance structure, number and terms of appointment of the teaching staff, systems of examinations (entrance, yearly, and final), marking systems, methods of distributing textbooks, student unions, and disciplinary codes, are all covered by legislative decrees.[7] Tuition and textbooks are free for all students, and additional aid, based on need, is available for many. While there are some private higher *(anotera)* education institutions operating in Greece, the establishment of private university-level *(anotati)* institutions is prohibited and none is officially recognized by the Greek government. This lack of recognition is not based on quality judgment, but on the constitutional requirement that all university-level education for Greeks be state sponsored, assuring the uniformity desired.

Descriptions of all of the public university-level institutions appear in Appendix B. Private institutions are described in Appendix C.

Admission at the university level is highly competitive and has become progressively more difficult. In 1964, for example, 12,330 or 46% of the candidates were accommodated, and 14,650 were refused places. By 1977, 16,442 or 17% of the candidates were successful, with 66,098 refused.[8] The number of spaces increased about one-third during this period, but the number of candidates more than tripled. The relative difficulty in gaining admission to selected groups of Schools is indicated in Table 9.

Table 9

Ratio of Candidates to Places in Selected University-Level Schools, 1978-79

Schools	Number of Candidates	Number of Places	Ratio of Candidates to Places
Schools of Philosophy	5,123	1,860	2.7 to 1
Schools of Law	12,316	2,550	4.9 to 1
Schools of Engineering, Sciences, and Agriculture and Forestry	17,755	4,065	4.3 to 1
Schools of Medicine	9,923	920	10.8 to 1
Schools of Economics	24,879	2,950	8.4 to 1
Schools of Theology	631	220	2.9 to 1

Source: Mavridis, p. 40.

6. Ministry of National Education and Religion, *A Report on Educational Developments in 1975-1976*, Athens, 1977, p. 5.

7. *Educational Policy and Planning*, p. 32.

8. Dimaras, p. 19.

Background. The first stage in the development of university-level education in Greece extended from the founding of the University of Athens in 1837 to the 1960s. During this period, three universities and six university-level institutions were established, all in the Athens and Thessaloniki areas. The second stage, which is still continuing, has been marked by expansion, decentralization, and changes in structure and organization. These changes have resulted from pressure for increased access, the need to extend the benefits of university-level education to areas outside Athens and Thessaloniki, and demands to modernize the structure of university-level institutions. During the second stage, university-level institutions have been established in Patras, Ioannina, Crete, and Thrace.[9]

Organization. The basic units of the Greek university are the Chair, administered by a Professor who is responsible for the organization of instruction in one or more closely related subjects; the Division, made up of a group of Chairs; and the School, composed of several Divisions, which is administered by its faculty. By majority vote, the faculty plans and organizes School activities, appoints and promotes staff members, grants degrees, and distributes funds. The full professors of each School elect one of their number as Dean for a one- or two-year term. A General Assembly of full professors elects a Vice-Rector for a one-year term (two years in two institutions), rotating the position among the schools. At the end of his term, the Vice-Rector automatically becomes the Rector, and then the Pro-Rector (immediate past Rector). These are also one- or two-year terms. University-level governance is centered in the Senate, comprised of the Pro-Rector, Rector, Vice-Rector, Deans of the Schools, and one Senator from each School not represented by the Pro-Rector, Rector, or Vice-Rector.[10] There are few administrators in Greek universities, and most are faculty members who serve short administrative terms followed by return to the faculty.

Calendars. The academic year extends from about October 1 to June 15. Institutions are on an annual calendar system, except for most Polytechnic Schools and Schools of Physics and Mathematics which are on a semester system.

Enrollments. In 1977-78, just over 119,000 students were enrolled in 13 of the 14 university-level institutions (no students were yet enrolled in the new Technical University of Crete). Of this number, 92,954 were attending classes, 5,196 had completed the coursework the preceding year and were taking regular final examinations for the degree, and 20,890 had completed their coursework before 1976-77 and were preparing for delayed or repeated final exams. Table 10 lists the 14 university-level institutions and their 1977-78 enrollments by School. During that year, 52% were enrolled in the social sciences, 37% in the sciences and mathematics, and 11% in the humanities.[11]

9. Mavridis, pp. 17-18.
10. *Ibid.*, pp. 19-20.
11. *Ibid.*, p. 27.

Table 10

Enrollment in University-Level Institutions by School, 1977-78

Institution and Schools	Regular Students	Students in Regular Final Exams	Students in Delayed Final Exams	Total
1. University of Athens	32,962	2,201	7,850	43,013
School of Theology	734	–	30	764
School of Philosophy	5,169	414	58	5,641
School of Law	16,418	–	6,139	22,557
School of Physics & Mathematics	5,303	958	1,034	7,295
School of Medicine	4,167	615	494	5,276
School of Dentistry	1,171	214	95	1,480
2. National Technical University of Athens	5,139	388	208	5,735
3. University of Thessaloniki	24,476	1,723	4,875	31,074
School of Theology	578	–	72	650
School of Philosophy (including the Institute of Foreign Languages and Literatures)	4,175	671	211	5,057
School of Physics & Mathematics	5,266	622	911	6,799
School of Law	5,671	–	3,406	9,077
School of Agriculture & Forestry	1,009	–	90	1,099
School of Medicine	2,997	243	–	3,240
School of Dentistry	912	59	–	971
School of Veterinary Medicine	668	–	159	827
Polytechnic School	3,200	128	26	3,354
4. Highest School of Economic & Commercial Sciences	5,259	–	3,103	8,362
5. Agricultural College of Athens	894	–	–	894
6. Panteios Highest School of Political Sciences	6,035	–	571	6,606
7. School of Fine Arts	270	33	4	307
8. Piraeus School of Industrial Studies	5,179	–	2,352	7,531
9. Thessaloniki School of Industrial Studies	4,963	300	1,193	6,456

10. University of Patras	3,564	113	522	4,199
School of Physics & Mathematics	2,317	86	499	2,902
Polytechnic School	1,185	27	23	1,235
School of Medicine	62	–	–	62
11. University of Ioannina	2,772	438	212	3,422
School of Philosophy	1,312	126	68	1,506
School of Physics & Mathematics	1,363	312	144	1,819
School of Medicine	97	–	–	97
12. University of Thrace	1,245	–	–	1,245
Polytechnic School	396	–	–	396
School of Law	849	–	–	849
School of Medicine (no students admitted as yet)				
13. University of Crete	196	–	–	196
School of Philosophy	133	–	–	133
School of Physics & Mathematics	63	–	–	63
School of Medicine (no students admitted as of 1977-78)				
14. Technical University of Crete (no Schools established as of 1977-78)				
Total	92,954	5,196	20,890	119,040

SOURCE: Mavridis, pp. 42-43.

Degrees. Each Division of a School in a university-level institution grants its own undergraduate degree *(ptychion)*. (The same title—*ptychion*—is also used for documents awarded on completion of most other tertiary education programs.) The length of time required to earn the *ptychion* in the various Schools is as follows:[12]

- 4 years—Theology, Philosophy, Law, Physics and Mathematics, Economics and Commercial Sciences, Political Sciences, and Industrial Studies.
- 5 years—Agriculture and Forestry, Veterinary Medicine, Dentistry, Engineering.
- 6 years—Medicine.

Additional time may be taken by the student to prepare for, or retake, the final examinations for the degree itself. It is, in fact, very common for students to postpone or extend the time for completion of their degree examinations (see Table 10). Many are working and need additional time to prepare. Others "stretch out" the examinations in order to have more time to prepare for each one. The fact of degree completion, rather than the time taken,

12. *Ibid.*, p. 22.

is the important consideration in Greece. There is currently, however, an attempt to curtail the unlimited time available for final exams. (See p. 34.)

The curriculums required for completion of a five-year degree program in Civil Engineering (Traffic Engineering Specialization) at the National Technical University of Athens, and the curriculum in Mathematics at the University of Patras, are shown in Tables 11 and 12. (Copies of university-level *ptychions*, Documents 3, 15, 16, may be found in Appendix H.)

Table 11

Curriculum, Traffic Engineering, School of Civil Engineering, National Technical University of Athens

Subjects

Semester I

Required: Mathematics; Physics (Mechanics); General Chemistry; General Geology; Economics; Drawing.

Elective (1 of 2): History of Civilization; Introduction to Philosophy.

Non-Credit: The Science of Civil Engineering; Foreign Languages.

Semester II

Required: Mathematics; Descriptive & Advd. Geometry; Physics (Electricity & Magnetism); Mechanics (Statics, Kinematics of Rigid Body, Particle Dynamics); General Chemistry; Technical Geology; Computer Science.

Elective (1 of 2): History of Civilization; Introduction to Philosophy.

Non-Credit: Foreign Languages.

Semester III

Required: Mathematics; Descriptive & Advanced Geometry; Theory of Probability & Statistics; Physics (Wave Theory); Mechanics (Kinematics-Dynamics of Rigid Body); Building Materials; Geodesy.

Non-Credit: Foreign Languages.

Semester IV

Required: Mathematics; Numerical Analysis; Physics (Quantum & Statistical Mechanics); Mechanics (Mechanics of Deformable Body); Building Materials; Geodesy; Elements of Law & Technical Legislation.

Non-Credit: Foreign Languages.

Semester V

Required: Statically Determinate Structures; Theoretical Hydraulics; Soil Mechanics; Highway Engineering; Building Construction; Experimental Stress Analysis; Electrical Engineering Mechanics (Mechanics of Deformable Body).

Semester VI

Required: Statically Indeterminate Structures; Applied Hydraulics; Hydrology & Hydraulics Eng.; Soil Mechanics; Highway Eng.; Experimental Stress Anal.

Elective (1 of 4): Engineering Math; Business Economics; Operational Research; Advanced Numerical Analysis.

Semester VII

Required: Statically Indeterminate Structures; Reinforced Concrete; Steel Structures; Hydraulic Works; Foundation Engineering; Construction Equipment & Mechanical Engineering.

Non-Credit: Numerical Methods in Civil Engineering; Pre-Stressed Concrete; Steel Structures; Transportation Engineering; Job-Site Organization.

Semester VIII

Required: Highway Engineering; Railway Engineering; Traffic Engineering.

Elective (1 of 4): Engineering Mathematics; Advanced Projective; Selected Topics in Foundation Engineering; Advanced Building Construction.

Non-Credit: Numerical Methods in Civil Engineering.

Semester IX

Required: Advanced Transportation Engineering; Harbor Systems; Airports.

Elective (1 of 3): Selected Topics in Highway Engineering; Advanced Traffic Engineering; Advanced Railway Engineering.

Non-Credit: Computer Programming Methods & Techniques.

Semester X

Diploma Thesis.

Source: National Technical University of Athens, *General Information Bulletin* (Athens, April 1980).

Table 12

Curriculum in Mathematics, School of Natural Sciences, University of Patras

Semester	Subject	Hours per Week		
		Lectures	Seminars	Lab
1	Linear Algebra I	3	2	–
	Analytical Geometry I	2	2	–
	Classical Analysis I	3	2	–
	General Physics I	4	1	2
	Introduction to Philosophy I	2	1	–
	Theory of Sets	3	1	–
	Foreign Language	3	–	–
2	Linear Algebra II	3	2	–
	Analytical Geometry II	2	2	–
	Classical Analysis II	3	2	–
	General Physics II	4	1	1
	Introduction to Philosophy II	2	1	–
	Computer Programming	2	–	1
	Foreign Language	3	–	–

(continued)

3	Classical Analysis III	3	2	–
	Differential Equations I	2	2	–
	Theory of Probability I	3	1	–
	Algebra I	2	2	–
	Projective Geometry I	2	1	–
	Numerical Analysis I	2	1	–
	Selection of one of the following subjects:			
	Physics I	2	1	–
	Meteorology—Atmospheric Physics I	2	–	1
	In addition:			
	Foreign Language	3	–	–
4	Classical Analysis IV	3	2	–
	Differential Equations II	2	2	–
	Theory of Probability II	3	1	–
	Algebra II	2	2	–
	Projective Geometry II	2	1	–
	Numerical Analysis II	3	1	–
	Selection of one of the following subjects:			
	Physics II	2	1	–
	Meteorology—Atmospheric Physics II	2	–	1
	In addition:			
	Foreign Language	3	–	–
5	General Astronomy	3	2	–
	Mechanics I	3	2	–
	Differential Geometry I	3	2	–
	General Topology	2	2	–
	Selection of two of the following subjects:			
	Quantum Mechanics I	3	1	–
	Algebra III	2	1	–
	Integral and Differential Equations I	2	1	–
	Pedagogy I or Philosophy of Science I	2	4	–
	In addition:			
	Foreign Language	3	–	–
6	Astrophysics	2	1	1
	Mechanics II	3	2	–
	Differential Geometry II	3	2	–
	Complex Functions	2	2	–

	Selection of two of the following subjects:			
	Quantum Mechanics II	3	1	–
	Algebra IV	2	1	–
	Integral and Differential Equations II	2	1	–
	Pedagogy II or Philosophy of Science II	2	–	–
	In addition:			
	Foreign Language	3	–	–
7	Functional Analysis I	2	3	–
	Differential Geometry III	2	2	–
	Analytical Mechanics	2	2	–
	Statistics I	2	2	–
	Selection of two of the following subjects:			
	Astro-Dynamics	2	2	–
	Theoretical Physics I	3	1	–
	Mathematical Logic I	2	1	–
	Algebraic Geometry I	2	1	–
	Diploma Thesis			
8	Functional Analysis II	2	3	–
	Differential Geometry IV	2	3	–
	Special Theory of Relativity	2	2	–
	Statistics II	2	2	–
	Selection of two of the following subjects:			
	Cosmology	2	1	–
	Theoretical Physics II	3	1	–
	Mathematical Logic II	2	1	–
	Algebraic Geometry II	2	1	–
	Diploma Thesis			

SOURCE: University of Patras, *Annual Bulletin* (Patras, 1976).

A second degree or "diploma of postgraduate studies" *(diploma meta-ptychiakon spoudon)*, is offered by some Schools, based on graduate programs of one or two years in length and consisting of a series of advanced courses. Admission is based on qualifying examinations.[13] These programs have each required separate approval by the Ministry of National Education and Religion, and each differs from the others. One example of a diploma of postgraduate studies program is that offered in Electronics by the School of Physics and Mathematics at the University of Thessaloniki. Admission requirements include a *ptychion* from the University of Thessaloniki Division

13. *Ibid.*, p. 22.

Table 13

Enrollments and Degrees Granted in University-Level Institutions, 1975-76

Institutions*	Regular Enrollment	Number (Percentage Regular Enrollment)		Number (Percentage of First Degrees)	
		Delayed Enrollment†	First Degree *(Ptychion)*	"Diploma of Postgraduate Studies"	Doctorate *(Didaktorikon)*
University of Athens	30,006	2,633 (8.8)	4,759 (15.9)	60 (1.3)	195 (4.1)
University of Thessaloniki	27,011	3,356 (12.4)	4,063 (15.0)	47 (1.2)	80 (2.0)
University of Thrace	743	6 (0.8)	–	–	–
University of Ioannina	2,793	197 (7.0)	367 (13.1)	–	8 (2.2)
University of Patras	3,256	156 (4.8)	333 (10.2)	–	2 (0.6)
National Technical University of Athens	4,950	227 (4.6)	681 (13.8)	–	14 (2.1)
Highest School of Economic and Commercial Sciences	6,124	847 (13.8)	946 (15.4)	–	–
Panteios Highest School of Political Sciences	7,903	1,092 (13.8)	1,116 (14.1)	–	–
Piraeus School of Industrial Studies	6,512	739 (11.3)	902 (13.9)	–	–
Thessaloniki School of Industrial Studies	5,261	805 (15.3)	431 (8.2)	–	2 (0.5)
Agricultural College of Athens	588	64 (10.9)	168 (28.6)	–	7 (4.2)
School of Fine Arts	236	30 (12.7)	27 (11.4)	–	–
Total	95,385	10,152 (10.6)	13,793 (14.5)	107 (0.8)	306 (2.2)

Source: National Statistical Service of Greece, *Statistics of Education, 1975-76*, as reported in *Educational Policy and Planning: Educational Reform Policies in Greece* (Paris: Organization for Economic Co-operation and Development, 1980), p. 136.

*The University of Crete and the Technical University of Crete were not yet in operation in 1975-76.

†Students enrolled more than once in the same year of studies to prepare for examinations or to repeat examinations.

of Physics with an average of at least "very good," and knowledge of a foreign language. The program requires two years of study in organized courses covering 27 hours per week, plus a thesis, with minimum marks of 6.5 on a scale of zero to 10. (See Appendix H for a copy of a diploma of postgraduate studies, Document 9.)

Graduate courses leading to the doctoral degree have not been organized in Greece. To obtain the Greek *didaktorikon*, or doctorate, a recipient of a university-level *ptychion* prepares a dissertation *(diatrivi)* under the direction of a senior faculty member in a university-level institution or a senior investigator in a research center or institute, and submits it to the appropriate School for approval. All study is on a tutorial basis.[14] The doctorate is seldom considered an advantage in obtaining positions in Greece, outside the medical and academic fields, and few are awarded. No examinations are required for entry to doctoral programs.

A proposed law for the organization of graduate programs, including standardization of programs leading to the diploma of postgraduate studies and the establishment of advanced courses leading to a doctoral degree, is now under consideration.

Table 13 gives the 1975-76 enrollments and degrees granted at each university-level institution.

Marking and Examinations. The marking system in Greek university-level institutions establishes zero as the lowest possible mark, 10 as the highest, and 5 as the minimum passing mark. One mark per year is assigned for each subject, and marking is rigorous.

Four university-level institutions and four Schools within universities responded to an author's survey (see Appendix I) requesting marking scales. The following scale is based on those responses:

8.5-10.0	excellent	5.0-6.4	good
6.5-8.4	very good	Below 5	fail

Six university-level institutions and Schools within institutions responded to a survey request for the approximate percentage of students graduating with averages at each marking level (0-10). Their responses revealed that 70% to 90% of the students graduated with averages of 6 or below, while only 2% to 5% graduated with averages of 8 or above.

It is very difficult to translate the marking system in Greek universities into the traditional A-F American grade scale. It is clear that there is no equivalent in the Greek university marking system to a D grade in the U.S. system. In fact, the minimum average mark required for a degree in a Greek university is 5. It is also clear that marks of 9 and 10 are almost never given, marks of 8 are rare, and the majority of students receive marks of 5, 6, and, to a lesser extent, 7.

Further comments on the relationship between the marking systems of Greece and the United States are provided by American Fulbright grantees

14. *Ibid.*, p. 22.

and U.S. foreign student admissions officers, as reported in Appendix I. Of the five foreign student admissions officers reporting from selective institutions, for example, the average mark required for transfer admission ranged from 5.0 to 6.5, and for graduate admission from 5.5 to 7.0. It should be noted that grading practices in other types of Greek tertiary education institutions —especially in teacher training—are much more lenient than in university-level institutions.

Examinations are given in five subjects in June to determine promotion to the following year. These exams are offered again in October and January. The examination marking system is the same as that in university courses: zero to 10, with 5 as the minimum passing mark. Students normally carry five to eight courses throughout each year, and the marks earned in those courses for which examinations are not required are also counted toward promotion. At the end of the final year of studies in university-level institutions, students do not take course examinations but instead begin preparation for final degree examinations. Final exams for an undergraduate degree cover eight subjects. In addition to written exams, oral and, in certain cases, practical exams may also be required.[15]

The general mark reported on the *ptychion* is the average of the final examination marks. There are presently no limits on the length of time permitted for completion of final exams, or on the number of times a final exam may be taken before the student achieves a passing mark. The exams may be taken in any order, and are usually taken separately, with preparation time between exams. Most students spend a year or more studying for and taking final examinations.

Reform. A new law, adopted in 1978 as the first step in the educational reform of university-level education, was intended to bring significant changes in structure and program. Resistance to the law, especially to the section which would have replaced the Chair as the basic unit of the institutions, and the section which would have limited the time that students have to complete final examinations, was so strong that implementation of most of the law was suspended. A committee was appointed to develop proposed amendments to the law, but no action on the committee's proposal has yet taken place. The committee's recommendations for changes in the law call for three levels of academic personnel: full professors, associate professors, and lecturers. All full professors would continue to hold Chairs, although the number of Chairs may increase. The concept of departmental organization, which was included in the law, would be retained, with the departments to be made up of "congenial" disciplines and composed of at least three Chairs and seven professors and associate professors. The length of time students would be permitted to remain in the university would be limited to twice the normal period required for graduation, and students

15. United Nations Educational, Scientific, and Cultural Organization (UNESCO), *World Guide to Higher Education* (1979), p. 100.

could remain enrolled for the maximum period, regardless of failures on final examinations. The recommended legislation would also provide a uniform structure for graduate programs and would establish specific requirements for institutions that wished to offer them. At the time of this writing, such legislation had not yet been introduced in the Greek Parliament.

Private Institutions

A limited number of private institutions in Greece offer first degree (bachelor's level) programs to Greek students, although they are not recognized by the Greek government as university-level institutions because of the constitutional prohibition against private education at that level. They are required to limit the length of their programs to three years. Their credit is not transferable to any Greek university-level institution, and their degrees are not recognized by the government, thus excluding their graduates from Greek civil service positions that require university-level degrees. Despite these limitations, their graduates are much in demand in private business and industry.

Deree College in Athens, a leading example of this type of institution, has offered programs in higher education since shortly after World War II. The language of instruction at Deree College is English, although most students are Greek. Bachelor of Arts degrees are offered in home economics, psychology, and sociology, Bachelor of Science degrees in business administration, and Associate in Applied Science degrees in secretarial studies and training. The bachelor's degrees are completed in three years through attendance in summer sessions and winter terms, covering the same schedule of credit hours as a typical four-year program in the United States. A number of students elect to complete the program in four, rather than three, years. Deree College is a division of The American College of Greece, which also includes a secondary school for Greek girls, Pierce College.

Anatolia College in Thessaloniki, a private secondary school, is extending its program to the first two years of bachelor's degree work, beginning in 1981. North College in Thessaloniki, founded in 1975, offers bachelor's degrees, but its claims of affiliation with certain American universities have been denied by those universities. A recent entry to the private educational scene is the Center for Embry-Riddle Aeronautical Studies, which began offering aviation-related programs in 1980 that may, in the future, lead to associate or bachelor's degrees. Additional information concerning these institutions may be found in Appendix C. The information on these institutions is inadequate for placement recommendations, however, with the exception of Deree College.

Another type of private educational institution in Greece offers postsecondary programs, primarily to American students, but does not offer academic credit or degrees. Students may arrange for credit toward degrees in their home institutions. The Aegean School, Inc., offers specialized programs

for undergraduate students in such fields as classical studies, arts and crafts, and cultural anthropology. The American School of Classical Studies at Athens, under whose auspices all American archaeological projects in Greece are conducted, offers programs in classics, history, archaeology, and art for graduate students working toward Ph.D. degrees in the United States. Descriptions of these private institutions are also included in Appendix C.

There are, in addition, a number of American universities operating overseas centers in Greece—e.g., the University of Maryland, Ball State University, and the University of La Verne. Credits earned in these programs are reported on transcripts issued by the sponsoring American institution.

Study Abroad

Largely as a result of the shortage of spaces in Greek universities, many students seek educational opportunities abroad. In 1978-79, there were more than 30,000 Greek undergraduate students abroad, as well as approximately 5,200 graduate students and nearly 1,000 students in vocational programs. Those studying abroad are primarily students who were unsuccessful candidates for university-level admission in Greece, although some choose not to attempt to enter Greek institutions, preferring to study in foreign universities. Others who study abroad may be planning to emigrate or, in the case of young men, may wish to postpone their compulsory military service in Greece.[16] Table 14 lists the numbers of undergraduate and graduate students studying abroad, by country, during 1978-79.

Table 14

Greek Students Abroad, by Country, 1978-79

Country	Undergraduates	Graduates	Total
Italy	15,633	114	15,747
England	4,420	2,235	6,655
France	2,892	1,283	4,175
United States	2,010	705	2,715
Germany	1,735	483	2,218
Switzerland	441	70	511
Austria	431	69	500
Belgium	299	73	372
Other Countries	2,363	229	2,592
Total	30,224	5,261	35,485

Source: Mavridis, p. 45.

16. Mavridis, p. 45.

In order to obtain government permission for undergraduate study abroad, Greek students must achieve a satisfactory score on an examination in the language of the foreign country concerned. The examinations, which are not required for graduate study abroad, are administered by the Schools of Philosophy of the University of Athens and the University of Thessaloniki. They consist of translation exercises, vocabulary, and grammar. The examinations in English are not equivalent to the Test of English as a Foreign Language (TOEFL), and could not be considered as an alternative to regular screening for English language proficiency by colleges and universities in the United States. With a passing score on the School of Philosophy foreign language examination and admission to a foreign university, students are permitted to take money out of Greece to finance their education abroad, and male students may obtain a two-year deferment of their military service. Evidence of satisfactory progress in the foreign university is required for renewal of the deferment.

Students who study abroad may transfer to the second year of a corresponding School in one of the university-level institutions in Greece at the end of their first year of successful study abroad, to a limit of 15% of the number of first-year places in that School, or may complete a degree abroad and apply for the equivalent degree in Greece.[17]

An official agency, the Center for the Recognition of Equivalence of Degrees Earned Abroad (Diapanepistimiakon Kentron Anagnoriseos Titlon Spoudon Tis Allodapis, or DIKATSA), was established by the Ministry of National Education and Religion in 1980 to determine degree equivalency. Greek students wishing to have their foreign degrees accepted must apply to DIKATSA, where the Board of Governors, consisting of university professors and representatives of the Ministry of Foreign Affairs and the Ministry of National Education and Religion, passes judgment on each application following its examination by a "committee of specialists."

Each of the specialist committees represents one academic field (e.g., engineering) and is comprised of three professors from that field, appointed by the DIKATSA Board of Governors. The committees examine the applications in their field, using official transcripts, certified copies of the degrees, catalogs and course descriptions, and, on occasion, course syllabuses. They submit their recommendations to the Board of Governors, where final action is taken. The recommendations may be for equivalency, for placement in a Greek university to take additional courses, or for examinations in certain subjects. The Board follows three basic criteria in determining the equivalence of foreign degrees:

- Institutional. Unless the foreign institution offers the doctorate, it is not considered equivalent to the Greek universities, and the application is denied. The candidate may apply to one of the non-university level institutions for degree equivalence.

17. *Ibid.*, p. 27.

- Length of study. Unless the length of study is the same as that required in the Greek university, it is not considered an equivalent degree. (A four-year bachelor's degree in agriculture or engineering is not considered by DIKATSA as the equivalent of the five-year *ptychion* in those fields in Greece.)
- Curriculum. Unless 70% to 80% of the courses taken correspond to those required for the same degree in the Greek university, the degree is not considered equivalent.

If the applicant's foreign degree is in a field in which a degree is not offered by a Greek university, but qualifies otherwise, the applicant receives a certificate of equivalence "without correspondence." To obtain full acceptance, such applicants must complete examinations or take additional courses. Foreign degrees are also not recognized as equivalent if a part of the work counted toward that degree was completed in a non-university level institution in Greece.

Recognition of a foreign degree as equivalent to a Greek university-level *ptychion* is very important, since it makes the applicant eligible for desirable positions in the Greek civil service, as well as for salary and promotional benefits.

Higher Level (*Anotera*) Education

Only two types of non-university level *(anotera)* education—Centers for Higher Technical and Vocational Education, and teacher training—are described in the remainder of this chapter. Other types, because of their more specialized nature, are described in succeeding chapters.

Centers for Higher Technical and Vocational Education (KATEE)

Before 1970, Greek postsecondary technical-vocational education was privately controlled, except for three State Higher Schools for engineering technologists in Athens and Thessaloniki. A new law adopted in 1970 provided for public Centers for Higher Technical and Vocational Education *(Kentra Anoteras Technikis ke Epangelmatikis Ekpaedeuseos,* or KATEE), which have become the primary tertiary institutions for non-university technical-vocational training. The purpose of the Centers is to provide students "with the necessary theoretical and practical knowledge, so that they may become higher level technical specialists, able to assist in the development of the national economy."[18]

There are now 13 KATEE (1980), each consisting of one or more Schools. The Schools, in turn, offer a number of different specialties. The curriculums are established by the Ministry of National Education and Religion, and are the same for corresponding Schools and specialties in all KATEE.[19] Table

18. Rentzeperis, p. 51.
19. *Ibid.*, p. 51.

15 lists the KATEE Schools and their specialties, the number of years of study required for each (two or three years), and their 1977-78 enrollments. Of the total enrollment of 17,620 (which had risen by 1980 to about 20,000), half were in Engineering Technology specialties, and about one-fourth were enrolled in Schools of Business Administration.

Table 15

Schools, Specialties, Years of Study, Enrollments (1977-78), Centers for Higher Technical and Vocational Education (KATEE)

Schools/ Specialties	Yrs	Enrollment	Specialties	Yrs	Enrollment
1. Agriculture & Irrigation, Forestry, Veterinary and Fish Technology					
Agricultural Administration	3	89	Animal Production	3	166
Agricultural Equipment & Irrigation	3	117	Plant Production	3	410
			Total		782
2. Business Administration					
Accounting	2	1,942	Secretarial Training	2	1,290
Library Mgmt.	3	46	Tourism	3	1,013
Merchandising & Advertising	2	339	Total		4,630
3. Engineering Technology					
Automotive	3	164	Mechanical	3	2,357
Civil	3	2,806	Petroleum Chemistry	3	165
Electronics	3	554	Shipbuilding	3	214
Electrical	3	2,369	Surveying	3	239
			Total		8,868
4. Food Technology					
Agricultural Products	3	406	Animal Products	3	122
			Total		528
5. Graphic & Decorative Arts					
Decorating	3	44	Printing & Photo Mechanics	3	188
Graphics	3	52	Total		284

(continued)

6. Health & Welfare Vocations*

Dental Technology	2	122	Physical Therapy	3	400
Hospital Admin.	2	97	Public Health Inspection	2	107
Medical Lab Tech.	2	257	Radiology & X-Ray Tech.	2	143
Midwifery†	3	‡	Social Work	3	379
Nursing**	2	991			
Optometry	3	32			
			Total		2,528
			Grand Total		17,620

Source: *Reform and Development of Tertiary Education in Greece*, Ministry of National Education and Religion (Athens, 1979), p. 58.

*Also now includes 3-year specialties in Occupational Therapy and Cosmetics.

†Training provided in maternity hospitals.

‡Nursing and Midwifery enrollment combined under Nursing.

**Discontinued in KATEE in 1979, but re-established in 1981.

Descriptions of the 13 KATEE, with their locations, years of founding, 1977-78 enrollments, and Schools and specialties, may be found in Appendix D.

Each KATEE is administered by a Director General, a Deputy Director General, and the Directors of its Schools (who, together, form an administrative committee), and by the heads of each of the specialties. There is, in addition, a central technical and vocational committee which advises the Ministry of National Education and Religion on matters concerning KATEE.[20]

Admission to KATEE follows the procedure described earlier in this chapter under Admission (pp. 21-23). Applicants may be graduates of either general or technical-vocational *lycea*, but a designated percentage of those admitted to KATEE must be graduates of the technical-vocational *lycea*. As a result, in 1980 it was easier to gain admission to KATEE from a technical-vocational *lyceum* than from a general *lyceum*. Admission to KATEE is competitive: in 1978-79, there were more than 49,665 candidates for 6,550 places, a ratio of 7.6 to 1. Following are the 1978-79 ratios of candidates to places available in each School:[21]

Engineering Technology; Graphic & Decorative Arts	5.7 to 1
Business Administration	9.5 to 1
Health & Welfare Vocations	8.9 to 1
Food Technology; Agriculture & Irrigation, Forestry, Veterinary and Fish Technology	2.8 to 1

20. *Ibid.*, p. 53.

21. Mavridis, p. 40.

The educational programs in KATEE must include general education (e.g., science, mathematics, foreign language, history of art), vocational education and related theory, laboratory experience, and on-the-job training. Table 16 indicates the distribution of time, by percentage, among the first three components of the curriculum in four of the Schools. On-the-job training is a separate program offered during the summers. All three-year KATEE programs include six months of on-the-job training, and all two-year programs include four months.[22]

Each school year is divided into two semesters of 13 weeks of classes and a two- or three-week examination period. Thirty-six hours of instruction, including laboratory work, are required each week. Table 17 describes the curriculum of the Electronics specialty in a KATEE School of Engineering Technology.

Table 16

Distribution of Time, by Percentage, Among Curricular Components in Selected Schools of Centers for Higher Technical and Vocational Education (KATEE)

Components	Distribution of Time by Percentage			
	Business Admin.	Graphic & Decorative Arts	Engineering Tech.	Agriculture
General Education	11%	15%	26%	13%
Vocational Education and Related Theory	62	42	49	57
Laboratory	27	43	25	30
total	100%	100%	100%	100%

Source: Paleocrassas, 1981.

Educational requirements for KATEE staff members specify university degrees for teachers of regular, laboratory, and foreign language courses. Physical education teachers must be graduates of the National Academy for Physical Education; laboratory assistants must be KATEE graduates; and laboratory technical workers must be graduates of middle technical-vocational schools or technical-vocational *lycea*.[23]

The marking system in KATEE extends from zero to 10, with 5 as the minimum passing mark—although a 20-point scale is used by some. Responses by three KATEE to an author survey (see Appendix I) give some

22. Stamatis N. Paleocrassas, Center for Educational Research and Teacher In-Service Training (KEME) (unpublished report), 1981.

23. Rentzeperis, p. 53.

Table 17

Three-Year Electronics Curriculum, School of Engineering Technology, Center for Higher Technical and Vocational Education (KATEE)

Subjects	Lecture	Lab	Discussion	Total
First Semester				
Mathematics I	5	0	3	8
Physics I	5	0	2	7
Electricity I	3	2	1	6
Computer Programming	2	2	0	4
Electronic Physics	3	2	1	6
Technical English I	2	0	0	2
Electronic Drawing I	3	0	0	3
Total Hrs pr Wk	23	6	7	36
Second Semester				
Mathematics II	4	0	2	6
Physics II	3	0	1	4
Electricity II	3	3	1	7
Mechanical Workshop	0	2	0	2
Circuit Theory I	2	0	0	2
Electronics I	3	6	1	10
Technical English II	2	0	0	2
Electronic Drawing II	3	0	0	3
Total Hrs pr Wk	20	11	5	36
Third Semester				
Mathematics III	4	0	2	6
Physics III	3	0	1	4
Circuit Theory II	3	0	1	4
Electronics II	4	6	2	12
Technical English III	2	0	0	2
Electrical Engines	3	3	0	6
Elements of Law-Technical Legislation	2	0	0	2
Total Hrs pr Wk	21	9	6	36
Fourth Semester				
Mathematics IV	4	0	2	6
Electronics III	4	6	2	12
Technical English IV	2	0	0	2
Electrical & Electronic Measurements	3	3	1	7
Electracoustics	3	0	1	4
Business Administration	2	0	1	3
Philosophy and History of Art	2	0	0	2
Total Hrs pr Wk	20	9	7	36

Fifth Semester				
Electronics IV	2	2	1	5
Automatic Control Systems-Analog Computers	2	2	1	5
Logic Circuits-Digital Computers I	2	2	1	5
Telecommunications I	5	0	0	5
Transmitting Lines, Aerials I	2	1	1	4
Microwave Techniques I	2	1	1	4
Television I	3	2	1	6
Electromagnetic Wave Propagation	2	0	0	2
Total Hrs pr Wk	20	10	6	36
Sixth Semester				
Automatic Control Systems-Analog Computers II	2	2	1	5
Logic Circuits-Digital Computers II	2	2	1	5
Telecommunications II	4	4	0	8
Transmitting Lines, Aerials II	3	1	1	5
Television II	2	2	1	5
Radar-Radionavigation Techniques	2	0	1	3
Microwave Techniques II	4	1	0	5
Total Hrs pr Wk	19	12	5	36

Source: "Syllabus and Analytical Schedule of the Three-Year Course in the Higher Schools of Electronics, Greece," trans. C. P. Constantinides, from Hellenic Republic, *Government Gazette* (Athens, 10 October 1975).

evidence of marking patterns. The approximate percentage of students graduating from these institutions with averages of 9 or 10 ranged from zero percent to 3%, while the percentage graduating with averages of 5 and 6 ranged from 70% to 74%. Thus, marking in KATEE appears to be as strict as that in university-level institutions.

KATEE students, like university students, have organized and gained the "right" not to attend theory courses, but they must attend laboratory courses. For theory courses, professors prepare the textbooks, based on established syllabuses, and also prepare and distribute their lectures to all students. While the theoretical components are rigorous, the lab components are often limited by shortages of equipment and inadequate "hands on" experience.

KATEE graduates receive a *ptychion*. Those completing three-year programs with excellent records may enter the second year of university-level institutions in Schools related to their specialization, and in numbers up to 15% of the School's freshman spaces. Differences in programs at KATEE and university-level institutions, with the former incorporating technical and vocational courses, explain the reason for entry at the second year.

Graduates of KATEE with excellent records in specializations requiring two years may enter the first year of university-level institutions. Those who do not continue their studies are licensed to begin practice in their specialty.[24] A copy of a KATEE *ptychion*, Document 4, is shown in Appendix H.

Private Higher Technical Education

There are only ten private technical schools at the higher *(anotera)* level in Greece. Comparable to the KATEE, the private schools offer three-year specialties in Computer Technology and Shipbuilding Technology. Those institutions in operation in 1980, and their locations, were the following:[25]

Euclides School of Computer Technology, Thessaloniki.
Lamiaki School of Computer Technology, Lamia.
Larissaiki School of Computer Technology, Larissa.
Palmer School of Computer Technology, Athens (owned by G. Theodorou).
School of Computer Technology, Athens (owned by N. Hatzidakis).
School of Computer Technology, Athens (owned by B. Vranas).
School of Computer Technology, Heraklion, Crete (sponsored by the Heraklion Chamber of Commerce).
School of Computer Technology, Chanea, Crete (owned by I. Markoulakis).
School of Shipbuilding Technology, Athens (owned by G. Drosos).
School of Shipbuilding Technology, Athens (owned by A. Olympios).

Prior to 1980, there were more private schools of higher technical education, but the policies of the Ministry of National Education and Religion have discouraged their continued operation.

The admissions procedures, marking systems, certification, and all regulations are the same for private institutions as for the KATEE. (For a *ptychion* from a private Higher School of Electronics, see Document 14, Appendix H.) Curriculums are specified by the Ministry of National Education and Religion, and special committees from the Ministry conduct all final examinations, which are given in July, October, and March.

Teacher Training

Basic Teacher Training

There are four types of institutions—all public and free—offering *anotera* (higher) or non-university tertiary-level education for teachers of preprimary and primary schools, physical education, and home economics.

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24. *Ibid.*, p. 55.

25. Office of Educational Affairs, Consulate General of Greece, New York, NY, 1980 (personal letter).

—Preprimary Teacher Training Colleges *(Scholes Nepiagogeion)*;

—Pedagogical Academies (for primary teachers) *(Paidagogikes Akadimies)*;

—National Academy of Physical Education *(Ethniki Akadimia Somatikis Agogis)*;

—Higher Schools of Home Economics *(Anotati Scholi Ikiakis Ikonomias)*.[26]

All secondary school *(gymnasium* and *lyceum)* teachers in Greece, with the exception of those in physical education and home economics, are required to hold university degrees in the field in which they teach. Their university programs do not vary from those of students majoring in the same field who do not plan to teach, except that courses in pedagogy are recommended. Student teaching is not required.

Table 18

Curriculum of Two-Year Pedagogical Academies (for Primary Teachers)

	Hours per Week, by Year				
	Year			Year	
Subjects	1st	2nd	Subjects	1st	2nd
Agriculture	1	1(M)	Philosophy	2	–
Arts & Crafts	3	3	Physical Education	2	3
Civics	–	1	Physical Sciences	3	4
Foreign Language	2	2	Practical Training		
Greek Hist. & Culture	2	2	(arranged by College		
Greek Language	2	2	Director)	–	–
Home Ec. & Family Life	1(M)	–	Psychology:		
	2(F)	1(F)	General & Educational		
Hygiene	1	–	Psychology	2	2
Mathematics	2	2	Psychology of Individ-		
Music	3	3	ual Differences, in-		
Pedagogy:			cluding Statistics	–	2
Child Growth & Devel.	–	1	Somatology	2	–
General Pedagogy	2	–	Religion	2	1
General Instructional			School Administration	–	1
Methodology	2	–			
Methods of Teaching					
Special Elementary					
School Subjects	1	2			
Special Education (for					
retarded children)	–	1			
			Total	35(M)	33
				36(F)	

Source: Hellenic Republic, *Government Gazette* (Athens, 31 May 1972), pp. 618-19, as quoted in Massialas, p. 14.

26. The term *anotati* (highest) is used in the title even though the Schools of Home Economics are at the *anotera* (higher) level.

Admission to the *anotera* teacher training institutions follows the procedures described earlier in this chapter under Admission (see pp. 21-23), and is very competitive. In 1978-79, applicants to these institutions numbered 10,230, compared to the 2,110 places available—a ratio of about 5 to 1.[27]

The length of the preprimary and primary teacher training programs is two years, while the Higher Schools of Home Economics require three years, and the National Academy of Physical Education, four. All award a *ptychion* on completion of their programs of study. (See Documents 11 and 12 in Appendix H.) Plans are under consideration to convert all teacher training to four years and to place it at the university level. The current two-year curriculum in the pedagogical academies for primary school teachers is shown in Table 18, and the preprimary teacher education curriculum is shown in Table 19.

Practical training in the pedagogical academies is limited to classroom observation followed by discussion with a general methods teacher. Practice teaching is not included in the two-year program, but is planned for the new, extended curriculum.

Table 19

Curriculum of Two-Year Preprimary Teacher Training Colleges

	Hours per Week, by Year				
	Year			Year	
Subjects	1st	2nd	Subjects	1st	2nd
Arts & Crafts	3	3	Music	3	3
Biology, Agriculture, & Gardening	1	1	Physical Education	3	3
Child & Adolescent Psychology	3	–	Psychology of Adjustment	–	2
General Methods of Teaching	2	–	Psychopathology of Children	–	2
General Pedagogy	2	–	Practical Training (arranged by College Director)	–	–
General Psychology	2	–	Public Speaking	2	2
Hist. of Preschool Ed.	2	–	Religion	1	1
Home Economics	3	3	School Hygiene	–	3
Methods of Teaching Kindergarten	1	3	Somatology of the Child	3	–
			Special Education	–	1
			Total	31	27

Source: Hellenic Republic, *Government Gazette* (Athens, January, 1973), p. 9, as quoted in Massialas, p. 13.

27. Mavridis, p. 40.

The marking system in teacher training institutions covers a range from zero to 10, with 5 the lowest passing mark. A typical marking scale used by teacher training institutions is as follows (other scales in use by some institutions are reported in Appendix E):

9.01-10.0	excellent	6.01-7.00	good	below 5	fail
7.01-9.00	very good	5.00-6.00	fair		

In attempting to relate marks in Greek teacher training institutions to those in the United States, however, it is instructive to examine the distribution of graduation grade averages reported by a number of institutions. While the figures differ among institutions, the averages for 11 institutions reporting such data were as follows:

Graduation Grade Avg.	Percentage of Students	Graduation Grade Avg.	Percentage of Students
10	0	7.0-7.9	22%
9.0-9.9	27%	6.0-6.9	7%
8.0-8.9	43%	5.0-5.9	1%

This distribution indicates that marking in pedagogical academies is much less rigorous than in university-level institutions or Centers for Higher Technical and Vocational Education (KATEE). (See pp. 33-34, 41-42.)

After passing all courses and successfully completing written and oral exams in all subjects, a student completing teacher training is awarded a *ptychion* and is certified by the Ministry of National Education and Religion. A copy of a pedagogical academy *ptychion*, Document 5, may be found in Appendix H.

Advanced Training for Teachers

Advanced training for experienced primary and secondary school teachers is offered by the Ministry of National Education and Religion through the Center for Educational Research and Teacher In-Service Training (Kentrion Ekpaedeutikon Meleton ke Epimorfoseos, or KEME). Programs are offered at two institutions staffed and supervised by KEME: the Further Training School of Primary Teachers (Scholi Epimorfoseos Litourgon Demotikis Ekpaedeuseos, or SELDE), and the Further Training School of Secondary Education Teachers (Scholi Epimorfoseos Litourgon Mesis Ekpaedeuseos, or SELME). The programs are fulltime, and teachers are relieved of teaching assignments during this period.

SELDE provides a one-year program, extending from September 15 to June 30, for experienced preprimary and primary teachers in Athens and in Thessaloniki. The curriculums in SELDE consist of the following subjects:

For Both Primary and Preprimary Teachers:

Philosophy	Organization & Administration of Education
Sociology of Education	Civics
Psychology of Learning	Modern Developments in Physics & Biology
Modern Greek Language & Literature	Modern Mathematics
Aesthetic Education	Observation & Practice Teaching

For Primary Teachers Only:

Theory of Education
Modern Pedagogical Trends
Organization & Process of Teaching & Learning
Teaching Aids
Fundamentals of Educational Research
Physical Education in Primary Schools

For Preprimary Teachers Only:

Modern Trends & Goals in Preprimary Education
Preprimary Education
Modern Methodology of Preprimary Schools
Teaching Materials in Preprimary Education
Psychology of the Preprimary Age
Physical Education in Preprimary Schools

Those completing the one-year SELDE program receive a *ptychion*, which carries one of the following marks: excellent, very good, good, or fair.

SELME offers a one-year program for experienced *gymnasium* and *lyceum* teachers (also extending from September 15 to June 30), which is designed to update teachers' knowledge in their subject field and methods of teaching, and to help them adapt to changes in the educational system. Courses in SELME include philosophy, psychology, sociology, economics, educational administration, comparative education, general pedagogy, elements of democracy, and special subjects in the various academic disciplines.[28] Final examinations in nine subjects are required by SELME. These include philosophy, general pedagogy, general and specialized methods, psychology, and the organization, administration, and supervision of education; three courses in the student's special field; and one elective. Those completing the one-year SELME program receive a certificate *(apodeiktikon spoudon)* with one of the following marks: excellent, very good, or good.

Both SELDE and SELME require five years' experience for admission, as well as teaching performance ratings high enough to justify promotion. When there are more qualified applicants than spaces, selection is made by a committee, and is based on the teacher's biographical record. Entrance exams are not required.

The marking scale for both SELDE and SELME is zero to 10, with 5 the minimum passing mark. The distribution of graduation marks is reported in Appendix E for two SELDE institutions, and a copy of a SELDE *ptychion*, Document 6, is included in Appendix H.

There are also more structured, two-year, fulltime programs of further education for primary and secondary school teachers, requiring a minimum of five years' experience for admission. The program for primary teachers, which is provided by the Maraslean Primary Education Teachers' Training School (Marasleio Didaskaleio Demotikis Ekpaedeuseos) in Athens, is selective, requires entrance examinations, and awards a *ptychion* on completion. The program for secondary teachers, provided by the Further Education College for Secondary Education Teachers (Didaskaleio Mesis Ekpaedeuseos)

28. *Educational Policy and Planning*, pp. 151-152.

is also selective, requires entrance exams, and awards a *ptychion* on completion. This institution, located in Athens, provides study in greater depth than SELME. The two-year curriculum provides 38 semester hours of instruction in pedagogy including practice teaching, 16 semester hours in foreign language, and 25 semester hours in the student's subject matter field. The distribution of graduation marks is reported for the Further Education College for Secondary Education Teachers in Appendix E, and a copy of the *ptychion*, Document 7, from this institution may be found in Appendix H.

Other Specialized Teacher Training

The Technical and Vocational Teacher Training College (Scholi Ekpaedeutikon Litourgon Epangelmatikis Technikis Ekpaedeuseos, or SELETE), is a unique establishment under the supervision of the Ministry of National Education and Religion. Founded in 1959 as the first teacher training institution in Greece for technical-vocational education, SELETE is located in Athens with a branch in Thessaloniki, and consists of three segments: (1) the Pedagogical Technical School (Paidagogiki Techniki Scholi, or PATES); (2) the Higher Technical School of Educational Technologists (Anotera Scholi Ekpaedeutikon Technologon Michanikon, or ASETEM); and (3) five model technical-vocational middle schools and *lycea* which provide practical training for PATES and ASETEM students.

PATES accepts graduates of *lycea*, KATEE, and university-level institutions. It also accepts graduates of middle technical-vocational schools (grades 10-11), who become laboratory instructors. Admission is based on (1) the applicant's marks in previous educational institutions and the duration and quality of the applicant's technical experience (60%); and (2) an oral examination by a three-member committee to determine the applicant's potential as a teacher (40%). The program for university graduates is six months in length, 28 hours per week, and includes only pedagogical and psychology courses. For KATEE, *lycea*, and middle technical-vocational graduates, the program is 12 months in length, and includes technical as well as pedagogical subjects. Graduates can apply for teaching appointments in middle technical-vocational schools and in technical-vocational *lycea*. The title for all PATES certificates of graduation is *ptychion paidagogikon spoudon*. This document currently states the previous education of the holder (university-level graduate, non-university level graduate, or secondary technical-vocational graduate), from which the length of study in PATES can be determined as indicated above.

ASETEM provides a four-year program, leading to a *ptychion*. Admission requires completion of *lyceum* and the Panhellenic examinations, and an interview with a three-member committee to determine the applicant's attitude and probable success as a teacher. Applicants must also be employed in a technical position for at least six months during their training; this employment can be scheduled during the summer months.

Curriculums in both PATES and ASETEM include general education subjects (English, Greek, mathematics, etc.), theoretical-philosophical subjects

(philosophy of education, sociology, economics, etc.), psychological subjects (psychology, guidance, etc.), methods of teaching and school organization, technical and scientific subjects, and practice teaching. In 1978, enrollments totaled 481 in PATES, 973 in ASETEM, and 1,386 in the model schools.[29]

A complete list of teacher training institutions may be found in Appendix E.

29. *Ibid.*, pp. 33-34.

Chapter Four

Nursing Education

Nursing in Greece may be described in the following categories: graduate nurse, assistant nurse, practical nurse, and volunteer nurse. There is, in addition, the separate profession of midwifery, with its own training requirements. Nursing education, under the supervision of the Ministry of Social Services, is hospital-based but organized separately with its own staff. For a few years, five Schools of Nursing were located in Centers for Higher Technical and Vocational Education (KATEE), offering the same curriculum as the hospital-based programs, but with less clinical experience. The KATEE programs, which were under the direction of the Ministry of National Education and Religion, were suspended in September 1979 but in 1981-82, four Schools of Nursing were reopened in KATEE.

Graduate Nurses

To earn the title of graduate nurse, a student must be a graduate of a *lyceum* and complete a three-year Higher School of Nursing program. Prior to 1980, applicants were also required to take a written examination in composition, history, physics, and chemistry, and an oral exam in general knowledge. Beginning in 1980, however, applicants to Higher Schools of Nursing follow the procedures described on pp. 21-23, in which admission is based on marks on the Panhellenic examinations taken at the end of each of the last two years of the *lyceum*, and the marks in all subjects taken during the same two years.

The Higher Schools of Nursing require both theoretical and practical training. All nursing subjects are taught by nurse-instructors; general education subjects (e.g., foreign language and social science) by university professors; and medical specialty subjects by physicians. The number of hours in theory and practice in each of the three years is as follows:

Year	Theory	Practice	Total
1	975	700	1,675
2	845	840	1,685
3	320	1,360	1,680
Total	2,140	2,900	5,040

Theoretical instruction is offered in the following subjects:

Foreign Language: English.

Nursing & Clinical Specialties: Maternity Nursing; Medical Nursing; Pediatric Nursing; Psychiatric Nursing; Surgical Nursing.

Physical & Biological Sciences: Anatomy; Biochemistry; Microbiology; Nutrition; Pharmacology; Physiology; Radiology.

Public Health: Biostatistics; Epidemiology; Health Education; Health Legislation; Hygiene; Organization of Health & Social Services; Public Health Nursing.

Social Sciences: Civic Law; History of Nursing & Ethics; Methods of Teaching; Principles of Administration; Professional Legislation; Psychology; Social Legislation; Sociology.

Progress in theoretical subjects is measured by written and oral exams in each subject at the end of the first and second semesters of each year. Marking is on a 10-point scale, with 5 the minimum passing mark. Students must pass all subjects, both theoretical and practical, in order to continue their programs.

Final examinations for the three-year program are of three types: written, oral, and practical. The examining committee consists of five members: the nurse-instructor, two chief physicians, the Director of the School, and a representative of the Ministry of Social Services. The committee administers the written and oral exams. The practical exam is administered by the chief nurse of the Ministry of Social Services, the School's Director, and the School's Director of Education.

The Higher School of Nursing awards a *diploma* to those who successfully complete the final exams, and the graduate nurse is licensed to practice by the Ministry of Social Services. A copy of a *diploma*, Document 8, may be found in Appendix H. The Higher Schools of Nursing and their addresses are listed in Appendix F.

Nursing Specialties. Four specialties in nursing, requiring one year of additional training beyond the three-year Higher School of Nursing program, are offered. The specialties are Public Health, Medical-Surgical, Operating Theatre, and Intensive Care. The one-year specialty programs are taught in the hospital-based Higher Schools of Nursing. Students who successfully complete the program receive a *ptychion*. (See Document 13, Appendix H.)

University Training. A department of nursing was established at the University of Athens in 1979, and the first group of 10 graduate nurses (selected by examination from 130 applicants) began the three-year program in 1980. The curriculum, which includes general as well as specialized subjects, is designed to prepare leaders of nursing in teaching, administration, and clinical practice, and will lead to a university-level *ptychion*.

Other Nursing Programs and Midwifery

Assistant Nurses. Assistant nurses (considered comparable to licensed practical nurses in the United States by Greek nursing authorities) work under

the supervision of graduate nurses and perform nursing care not involving high level skills. To become an assistant nurse prior to 1980 required graduation from primary school, successful completion of an entrance exam, and a one-year training course involving both theory and practice. Now, however, graduation from *gymnasium* is required (although an estimated 95% of assistant nurses are *lyceum* graduates), entrance exams have been abolished, and the length of training has been extended to two years. When there is competition for selection to the program, *gymnasium* marks and citizenship are considered. The Schools of Assistant Nurses are hospital-based, and are under the direction of the Ministry of Social Services. They are considered the equivalent of the middle technical-vocational schools of the Ministry of National Education and Religion.

The two-year training program for assistant nurses includes theoretical courses, such as anatomy, composition, mathematics, physics, physiology, religion, and sociology, as well as practical courses. Graduates receive an *apolyterion*, and may enter a Higher School of Nursing if they are *lyceum* graduates and otherwise qualified. If they have not attended a *lyceum*, they may enter the second year of *lyceum* after passing an entrance exam. The Schools of Assistant Nurses, and their years of founding, are listed in Appendix F.

Practical and Volunteer Nurses. Practical nurses (considered comparable to nurses aides in the United States by Greek nursing authorities) are not registered or licensed. They receive in-service training from the graduate nursing staff of a hospital (but do not receive a certificate), and are appointed to positions on a temporary basis only, until the position can be filled by an assistant nurse. After working more than two years in a hospital, a practical nurse may enter a School of Assistant Nurses without an entrance exam, although since 1980, graduation from *gymnasium* has been required.

Volunteer nurses are not professionals. They are trained in a Greek Red Cross course which contains 60 hours of theory and six months of practice. Volunteer nurses must be *lyceum* graduates; many are university graduates doing volunteer work.

Midwifery. Midwifery in Greece is entirely separate from the nursing profession. To enter a program to become a licensed midwife, a student must be a *lyceum* graduate. The program, three years of training plus a year of practice at a maternity hospital, is at KATEE level, but is hospital-based.

Midwives in Greece are underemployed, while there is a shortage of graduate nurses. There are, therefore, legal provisions for midwives to work as graduate nurses in private clinics, and to be appointed to graduate nurse positions in state hospitals when those positions have been advertised twice without eliciting qualified applicants.

The three Higher Schools of Midwifery are as follows: (1) Elena Venizelou Midwifery School of State Maternity Hospital, Thessaloniki; (2) Midwifery School of Maternity Hospital Alexandra, Athens; (3) Virginia Skilitze Midwifery School of Maternity Hospital Marika Iliadi, Athens.

Chapter Five

Other Specialized Education

Adult Education

Adult education in Greece is under the aegis of the Ministry of National Education and Religion. A central committee representing government departments, the Church, local authorities, and private organizations oversees the work of the Ministry's Directorate of Adult Education. Under the Directorate, a Committee of Adult Education for the 3-15 Adult Education Centers in each of the 51 political subdivisions of Greece supervises the work, and also directs programs in places not covered by the Centers. A Director and, in some cases, an Assistant Director for each Center are paid on the basis of the number of activities which the Center conducts.[1]

The programs of the Centers are primarily adult education courses, but also may include such special events as lectures, films, outings, exhibitions, and theatrical and musical productions. All activities are available without charge (except for course textbooks and materials) to any adult, regardless of educational attainment. The courses are organized on the basis of the needs and interests of the participants, and may cover any topics except religious or political "propaganda." Typical areas covered include handicrafts, technical subjects, literary subjects, and a wide range of academic and cultural subjects. The courses are variable in length, ranging from 20 to 72 periods. Each session usually covers two 50-minute periods consisting of a lecture and classroom discussion or practical work. The only qualifications for teachers of adult education courses are a knowledge of the subject and the ability to present it.[2]

Certificates provided on completion of adult education courses state the subject of study, the number of periods offered and the number which the student attended, and the student's level of achievement (excellent, very good, good, fair, or failing). The certificates are not considered "official" and do not qualify the holder for academic credit or for public employment, but many private employers accept the certificates as evidence of training in a particular field, such as tailoring.[3]

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1. Ministry of National Education and Religion, "Organization Plan of Adult Education in Greece," Directorate of Adult Education (Athens, 1978), pp. 1-3.

2. P. Kehayopoulos, "Adult Education in Greece," Directorate of Adult Education (Athens: Ministry of National Education and Religion, 1978), p. 6.

3. *Ibid.*, pp. 8-9.

In 1977-78, there were 201 Adult Education Centers, offering 2,774 courses to 61,000 persons, and 1,665 special events attracting an attendance of nearly 134,000. In addition, activities outside the Centers, supervised directly by the district committees, included 224 courses and 2,121 special events.[4]

The Directorate of Adult Education is also responsible for "night primary schools." Attendance is compulsory for persons between the ages of 15 and 20 who have not completed primary school, and the schools are open to anyone over 20. The night schools have six grades and award an *apolyterion* equivalent to those issued by the regular day primary schools. Persons over age 20 who have not completed primary education may also obtain a primary school *apolyterion* by direct examination. Examinations are held three times a year in each district in Greece. Sixty night primary schools were in operation in 1977-78; in addition, 2,618 candidates received the primary *apolyterion* by direct examination in the same year.[5]

Other Ministries, such as Agriculture, Culture, Defense, and Labor, provide some adult education activities in their particular fields, but only the Ministry of National Education and Religion offers a comprehensive program throughout the entire country.

Ecclesiastical Education

Ecclesiastical education in Greece is offered at various levels corresponding to those of the regular educational system, with completion of each level qualifying the graduates for the Greek Orthodox priesthood in a particular wage class. Table 20 outlines the types and levels of ecclesiastical educational institutions, their requirements for entry and length of studies, and the wage classes for which their graduates qualify. The ecclesiastical *lyceum*, it should be noted, requires four years of study (grades 10-13). Their graduates, however, enter the same wage class as those completing the six-year ecclesiastical *gymnasium* (grades 7-12). Ecclesiastical education is under the jurisdiction of the Ministry of National Education and Religion. A copy of the *apolyterion* issued by ecclesiastical *lycea* may be found in Appendix H (Document 2).

Table 20

Ecclesiastical Educational Institutions

Institution*	Years of Study	Grades	Entrance Requirements	Priesthood Wage Class†
Ecclesiastical *Gymnasia* (4)	3	7-9	Primary school graduation	C

(continued)

4. *Ibid.*, pp. 7-8.
5. *Ibid.*, pp. 7-8.

Ecclesiastical *Frontisteria* (6)‡	3	7-9	Primary school graduation and written examinations	C
Ecclesiastical Academy of Athonias (1)	6	7-12	Primary school graduation	B
Ecclesiastical *Lycea* (14)	4	10-13	*Gymnasium* graduation and written examinations	B
Rizareios Higher Priest School of Athens (1)	2	13-14	*Lyceum* graduation and written examinations	B
Ecclesiastical Pedagogical Academy of Veila (1)	2	13-14	Ecclesiastical *Lyceum* of Veilas graduation	B
Ecclesiastical Pedagogical Academy of Thessaloniki (1)	3	13-15	*Lyceum* graduation and written examinations	A
Higher Ecclesiastical School of Athens (1)	3	13-15	*Lyceum* graduation and written examinations	A
Schools of Theology at the Universities of Athens and Thessaloniki (2)	4	13-16	*Lyceum* graduation and Panhellenic examinations	**

Source: Ministry of National Education and Religion, Athens, 1981.
*Number of institutions of each type shown in parentheses.
†Refers to salary levels, with C being the lowest level.
‡Not the same as the *frontisteria* described on pp. 16-19.
**To become a Bishop in the Church, graduation from a School of Theology is required.

Education in the Performing Arts

Programs in music, drama, and dance are minimal or nonexistent in Greek primary and secondary schools. The only public institutions providing education in the arts are the State Conservatory of Thessaloniki, two schools for drama (the National Theatre in Athens and the State Theatre of Northern Greece), and the State School of Dance—all highly selective, and all offering programs at the "higher" *(anotera)*, non-university level. Most students who wish to develop their talents in the performing arts must do so in the private sector.

The State Conservatory of Thessaloniki (Kratiko Odeio Thessalonikis) offers professional courses in all fields of music, but no general education courses. An audition is required for admission, and students may enter as soon as they have learned to read and write. Attendance in conservatory classes is in addition to regular primary and secondary school attendance, and admission is highly competitive. For example, in 1980, there were 260 applicants for 30 spaces in the program in piano. The Conservatory offers a music teaching degree *(ptychion)* requiring four years of study following completion of the *lyceum*. Attainment of the degree of "soloist"—the highest level offered—requires additional study. Soloists receive a *"diploma"* rather than a *ptychion*.

Private conservatories are divided into two categories: odeums (*anotera* level) with four cycles of up to three years each; and music schools, located primarily in the smaller towns, and extending for six or seven years. There are 35 private odeums with a total 1980-81 enrollment of 11,284 (plus another 11,076 enrolled in branches of the odeums). Odeums also offer music teaching and soloist degrees, with the same requirements as the State Conservatory. The more numerous music schools provide elementary instruction.

There are two public schools for drama in Greece—the National Theatre (Ethiko Theatro) in Athens, and the State Theatre of Northern Greece (Kratiko Theatro Voreiou Hellados) in Thessaloniki. Students enter, following successful completion of the *lyceum* and an audition, for three years of study. Graduates are awarded a *ptychion* at the *anotera*, or non-university tertiary level. There are also private higher schools of cinema and television, and private higher schools of drama which require a *lyceum apolyterion* for entry, and offer three-year programs of study, leading to a *ptychion*. In 1980-81, there were 23 private higher schools of drama, with a total enrollment of 709 students, and five private higher schools of cinema and television with a total enrollment of 745 students. Appendix G lists these private schools of cinema and television with the specialties offered by each school, and the private higher schools of drama and their addresses.

The State School of Dance (Kratiki Scholi Orchistikis Technis) in Athens is the only public school of dance in Greece. Like the Schools of Drama, it also requires the *lyceum apolyterion* and an audition for entry, and offers a three-year program leading to a *ptychion* at the non-university tertiary level. In the private sector, amateur schools of dance are available for students of any age. In 1980-81, there were 9 private higher schools of dance, with a total enrollment of 103 students. (See Appendix G for a list of these schools and their addresses.)

When students from the *anotera* level private schools in the performing arts complete their programs, they take examinations given by the Ministry of Culture and Sciences to receive a *ptychion*. A new law now under consideration would make it more difficult for private schools to open, and may force some of the existing ones to close. The proposed law specifies the facilities, curriculums, staff qualifications, and staff duties for such schools. It would also abolish the current requirements of education and licensing for actors and actresses, and would base employment on auditions instead.

Military Academies

There are three military academies in Greece: the Air Force and Army Academies (Scholi Ikaron and Stratiotiki Scholi Evelpidon, respectively), located in Athens, and the Naval Academy (Scholi Naftikon Dokimon), located in Piraeus. These four-year institutions are classified as *anotati*, or university-level, in the Greek educational system, although transfer to other university-level institutions in Greece is not permitted because of the specialized nature of the military academy curriculums.

Admission requirements include an *apolyterion* from a general or technical-vocational *lyceum* and a series of physical, athletic, and academic examinations. Use of the Panhellenic examinations is under consideration. In addition, applicants must be unmarried Greek Orthodox males, ages 17-21, with good conduct records in order to qualify for the examinations. Admission is highly competitive, as the following figures indicate for the 1980-81 academic year:

	Applied	Admitted	Ratio
Air Force Academy	2,203	189	12:1
Army Academy	2,536	270	9:1
Naval Academy	561	53	11:1

The marking system is based on 100%. The Naval Academy reports the following three-level scale: 90-100% excellent; 75-89% very good; 60-74% good.

In the Air Force Academy, the scale is as follows:

90-100%	excellent	60-69%	good	40-49%	fair
70-89%	very good	50-59%	almost good	0-39%	fail

The Air Force Academy requires a minimum of 50% in each subject (60% for flight officer candidates) and a minimum cumulative average of 60%. The Army Academy simply reports 60% as the minimum passing mark.

Table 21

Curriculum for Flight Officers, Air Force Academy

A. Academic Education:

1. Specialization Courses: Aerodynamics, Aeronautics, Air Force Weapons & Ammunition, Fundamentals of Aviation, Information Science, Mechanisms & Systems of Airplanes, Meteorology, Technique of Aviation, Theory of Aviation.
2. Technological Courses: Administration & Operations Research, Advd. Math, Ballistics, Chemistry, Computer Programming, Electricity-Electronics-Telecommunications, Fuels-Lubricants-Explosives, Intro. to Astronautics, Maintenance Principles, Mechanics, Physics, Principles of Construction & Maintenance of Airplanes, Propulsion Systems, Topography.
3. Social Science Courses: Academic Skills, Essentials of Law, Ethics, Foreign Languages, Greek Philology, National Defense Policy, Principles of Econ., Principles of Political Sci., Psychology of Leadership, Sociology.

B. Military Education: Administration, Air Defense-Ground Defense-Weaponry, Air Force & Military Studies, Air Force Operations, History of Aviation, Military & Social Education, Military Exercises, Officers' Education & Training.

Total Hours Required: 4,600—Includes required thesis for *ptychion*, educational trips, general education lectures, physical education.

Oral examinations and both impromptu and regular written examinations are given each year, with final degree exams administered at the end of the fourth year. The document awarded on satisfactory completion of the academies, in addition to the officer's commission, is called a *ptychion* in the Army and Air Force, and a *diploma* in the Navy. (See Appendix H for a copy of a *ptychion* from a military academy, Document 10.)

A copy of the curriculum for flight officers in the Air Force Academy is shown in Table 21.

Police Training

There are two categories of police in Greece: "gendarmes" for the smaller towns and rural areas, and "police" for the cities. Table 22 outlines the training institutions and their entrance requirements, length of training, and certificates.

Gendarmes. Gendarmes and non-commissioned officers are trained in the Gendarmerie Training School (Scholi Opliton Chorophylakis), and gendarme officers are trained in the Gendarmerie Officers School (Scholi Anthypomirarchon). Both schools are located in Athens. The Training School admits *lyceum* graduates under 21 years of age on the basis of entrance examinations. The length of the training program is five months for men who have completed their military service and six months for others; the non-commissioned officers' training program is 10 months in length. Students who successfully complete a program in the Gendarmerie Training School receive a certificate *(apodeiktikon)*, which does not itself entitle them to continue in another non-university tertiary level *(anotera)* or in a university-level *(anotati)* institution. (They could, of course, enter such institutions if their *lyceum* and the Panhellenic examination records made them eligible to do so.)

The Gendarmerie Officers School will only admit gendarmes and non-commissioned officers who are graduates of a *lyceum* or a univeristy-level School of Law. Entrance exams are required, and applicants must be under 35 years of age. The three-year program leads to a *ptychion* and a second lieutenant's commission. Graduates may, without examination, enter the first year of a School of Law or the Panteios Highest School of Political Sciences (both university level) or, with examinations, the second year of these institutions.

Police. There are three schools for the training of police: the Police Training School (Astynomiki Scholi Astyphylakon), the School for Chief Constables (Astynomiki Scholi Archiphylakon), and the School for Police Officers (Astynomiki Scholi Axiomatikon). All are located in Athens.

Applicants for the Police Training School must be *lyceum* graduates and unmarried, and must pass an entrance examination. Female applicants must be 19 to 24 years of age, while male applicants must be between 19 and 22 if they have not completed their military service, or between 21 and 26 if they have. The length of the training program is six months. Male graduates can

Table 22

Police Training

Institution	Entrance Requirements	Length of Training	Certificate
Gendarmerie Training School	Graduate of *lyceum;* entrance exam; under 21 yrs of age.	Gendarmes—6 months if military service completed; 6 months otherwise.	*apodeiktikon*
		Non-commissioned officers—10 months	(information unavailable)
Gendarmerie Officers School	Graduate of *lyceum;* entrance examinations; under 35 years of age.	3 years	*ptychion*
Police Training School	Graduate of *lyceum;* unmarried; females, ages 19-24; males, 19-22 if military service incomplete, 21-26 if complete.	6 months	*apodeiktikon*
School for Chief Constables	Graduate of Police Training School; at least 1 yr's service in police force; entrance exams.	9 months	(information unavailable)
School for Police Officers	Male chief constable, or 2d Lt. in gendarmerie; at least 1 yr's service in police force; entrance exams.	3 years	*ptychion*

continue their studies at the School for Chief Constables and, after that, at the School for Police Officers. Female graduates may continue their studies only at the School for Chief Constables. Neither can enter university-level *(anotati)* or non-university *(anotera)* institutions, based on these qualifications.

Applicants for admission to the School for Chief Constables must be graduates of the Police Training School, must have served on the police force for at least one year, and must successfully complete entrance examinations in composition, criminal law, criminal procedure, police practice, police regulations, and scientific methods and police. A foreign language examina-

tion is optional. Those police who are graduates of a School of Law or of the Panteios Highest School of Political Sciences are not required to take the entrance exams. The length of the program is nine months, with no possibilities for graduates to enter university-level *(anotati)* or non-university level *(anoteri)* institutions.

The School for Police Officers requires applicants to be second lieutenants in the gendarmerie or chief constables. They must also have served in the police force for at least one year, must have graduated from a *lyceum*, and must pass entrance exams in the same subjects as those listed above for the School for Chief Constables. The program is three years in length. Graduates receive a *ptychion*, and may continue their studies in the first year of a School of Law or the Panteios Highest School of Political Sciences.

Chapter Six

Guidelines for the Admissions Officer

General Considerations

Accreditation. The term "accreditation" is not used in Greece. All public education—preprimary through university level—is under the supervision and control of the Ministry of National Education and Religion or, in the case of some specialized institutions, one of the other Ministries. There is also a network of private schools at the preprimary, primary, secondary, and tertiary levels. The private institutions are recognized by the government, and must abide by the same rules and regulations as their public counterparts, including organization, curriculum, examinations, promotion, graduation, and teacher qualifications.[1] There are no private universities, however, since they are proscribed by the Greek constitution.

Translations. Translations of Greek educational documents are official only when certified by the Ministry of Foreign Affairs in Greece or by the Greek Consulate Service abroad. The quality of translations varies, and it is recommended that a copy of the original document, as well as the official translation, be obtained as a part of the applicant's file.

Transfer of Credits. The concept of transferring credits from one institution to another has very limited application in Greece. Students normally finish their program of studies in the institution in which they begin. In the rare case of transfer, the student normally starts at the beginning of the program in the new institution. The only exceptions are the limited possibilities for graduates of three-year KATEE programs to enter the second year of a university-level institution in a School related to their KATEE specialization, and the possibility that university-level graduates who wish to obtain a second *ptychion* in another university may enter the second or third year of the second institution if they successfully pass an entrance examination. Thus, references to the fact that credits will not be accepted on transfer from one Greek institution to another merely reflect the standard practice throughout the tertiary educational system. It does not imply that the credits should not be considered for transfer to a U.S. institution.

English Proficiency. Greek students should be asked to certify proficiency through standardized examinations, such as the Test of English as a Foreign

1. *Educational Policy and Planning*, p. 34.

Language (TOEFL). Evidence of proficiency gained through the examination administered by the Schools of Philosophy of the University of Athens and the University of Thessaloniki, required as a condition of permission from the Greek government for undergraduate study abroad, is not sufficient assurance of proficiency –nor is the study of English in a *frontisterion*. Satisfactory completion of secondary education in a private school where English is the language of instruction would indicate some degree of proficiency, but an examination should be required of graduates for whom English is a second language.

Documents. There are two basic terms for documents which designate completion of educational programs in Greece: *apolyterion* and *ptychion*. The *apolyterion* is the document awarded on completion of primary education, both stages of secondary education (*gymnasium* and *lyceum*), middle technical-vocational school, and Schools of Assistant Nurses. (Students may obtain an *apodeiktikon* certifying receipt of an *apolyterion* when the latter document is not available.) The *ptychion* is awarded on completion of most tertiary education programs, whether university level, KATEE, teacher training, or other specialized institutions. Higher Schools of Nursing and the Naval Academy, however, award a *diploma*. To help reduce the confusion arising from multiple use of these titles, the document itself describes the type of educational institution which awarded it.

Documents for post-*ptychion* study vary, as do the programs. In general, the document awarded on completion of a one- or two-year organized program of courses beyond the *ptychion* is called the *diploma metaptychiakon spoudon* (diploma of postgraduate studies), while the document awarded on completion of the doctorate in a Greek university bears the title of *didaktorikon*.

There is no single term in Greek which is equivalent to "transcript" in English. A document containing transcript information (name of institution, dates of attendance, courses and marks, etc.) may be referred to as a *dilosis* (a neutral word meaning declaration or statement and applying to many types of documents, including educational documents), a *bebaiose* (affidavit), a *pistopyitikon spoudon* (signifying completion of a *ptychion* and including course descriptions and marks), or a *pinakas analytikis vathmologias* (table of analytical marks).

Other Greek terms used in reference to educational documents include the following:

endeiktikon	report issued to students at end of each year of elementary and secondary school, indicating courses and marks for the year; not a substitute for an *apolyterion*.
apophoiterion	term used by some schools for the school-leaving certificate, instead of *apolyterion*.
apodeiktikon apolyterios	document certifying receipt of an *apolyterion*.
antigraphon ptychiou	copy of a *ptychion*.

Admissions officers should request copies and translations of the document(s) signifying satisfactory completion of the appropriate cycle(s) of studies and the document(s) containing a listing of courses taken and marks earned. They should also be aware that the English spelling of Greek terms may vary considerably among translators.

Academic Standards

Although it is very difficult to compare educational standards in Greece and the United States with assurance—to say nothing of comparing them without fear of contradiction—there are some indirect evidences of standards which should be reported.

Primary and Secondary Education. Primary and secondary schools are highly academic and rigorous. *Gymnasium* and *lyceum* classes continue from 8:00 A.M. to 2:30 or 3:00 P.M., with only two short recesses and no lunch period. Classes in primary and secondary schools met six days a week until March 1981. The reduction to five days a week has been accompanied by small, or no, reductions in the number of class hours. Only two periods per week are used for physical education. There are virtually no clubs or sports, even though the law provides for 3 hours of sports and athletics each week. Many *gymnasia* and *lycea* in urban areas operate two shifts. In addition to the demanding program in the schools, most students attend *frontisteria*—private tutorial institutes—in late afternoon and evening, to prepare further for examinations for entry to the *lyceum* or to the selective tertiary institutions.

The Greek educational system is progressively selective. In 1960-61, it was estimated that for every 100 students entering primary school, 95 finished primary school, 63 entered *gymnasium*, 33 completed the (then) six-year *gymnasium*, and 11 were admitted into tertiary institutions. It is now estimated that of every 100 students entering primary school, about 60 enter *gymnasium*. There are about six *lyceum* students enrolled for every ten *gymnasium* students, and about one in five *lyceum* graduates who apply to tertiary institutions are admitted. In the United States, by contrast, almost all students complete primary school; three out of four graduate from secondary school; and it is estimated that the number of first-time freshman college students in 1979—both full- and part-time—represented 77% of the number of secondary school graduates that year.[2]

The highly selective nature of tertiary education in Greece creates serious problems for students who complete a general *lyceum* but who do not gain

2. College Entrance Examination Board, *College Guide to the ATP Summary Reports* (New York, 1981), p. 55. (NOTE: Seventy-seven percent is not necessarily the percentage of high school graduates who go on to college, since this figure is inflated by older students who became freshman for the first time in 1979, and deflated by 1979 high school graduates who will become freshmen after 1979.)

entry to a tertiary-level institution. Many of these students go back and pick up technical or vocational training in a middle technical-vocational school (public or private) or a School of Assistant Nurses.

While economic considerations are undoubtedly a factor in some decisions to continue or discontinue education in Greece, public education at all levels is free. Textbooks are provided without charge. The State Scholarship Foundation awards merit scholarships to undergraduate and graduate students, and loans are available at low interest rates. Many students receive meals free of charge. The government provides medical and accident insurance, and public transportation is available to students at reduced rates.[3] In addition, Greek parents place a very high value on education. According to Wasser, "Greek parents . . . are prepared to encourage and sacrifice to put the child onto the road to higher education. In most countries, sparse parental education is the single most important factor adversely conditioning the aspiration of children. The acquired pride and the ingrained cultural attitude toward education of even the illiterate and the poor enable Greeks to avoid this particular obstacle to democratizing education."[4] Most Greek parents are willing to make almost any sacrifice to improve their childrens' chances for an education that will lead to a respected civil service position and, ultimately, to a pension.

Comparison between private and public secondary schools is difficult, since there are variations in quality in both sectors. It is probable that the quality in public schools is more variable from year to year, since their administrators and teachers are transferred frequently. The initial assignment of a teacher by the Ministry of National Education and Religion is almost always to a small village or rural area. Most teachers then attempt to get reassigned to a preferred location, working their way up to a position in an urban area. Physical facilities are limited, and many public schools are on double shifts, especially in the larger cities. The best of the public schools are probably the "model schools" attached to the universities.

Officially, private primary and secondary schools in Greece are required to follow the exact curriculum specified by the Ministry of National Education and Religion for the public schools. In practice, their programs do differ to some extent—primarily in providing additional subjects and extracurricular activities, enrichment of required courses, some additional textbooks, and some ability grouping. Final exams at the end of the twelfth year in subjects not covered by Panhellenic examinations are conducted by one teacher assigned by the Ministry and one from the private school. The teacher from the Ministry has veto power. If the mark on the final essay exam is lower than that on the oral exam given during the year in the same subject, the oral exam mark is reduced to the level of the essay exam. Private school teachers can be hired by the school, with formal approval by the Ministry.

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3. Mavridis, p. 28.

4. Henry Wasser, "A Survey of Recent Trends in Greek Higher Education," *Journal of the Hellenic Diaspora* (Spring, 1979), p. 89.

Promotions, however, are determined by the Ministry, and inspectors from the Ministry visit the schools twice each year. Compared to the public schools, private *gymnasium* students have lower success rates on the *lyceum* entrance examinations, but private *lyceum* students had higher success rates in the first round of the Panhellenic examinations (1979 and 1980).

In summary, it would appear that the highly academic nature of Greek schools, with their intense concentration on learning, and the competition resulting from the selective policies for entry to tertiary-level institutions, produce graduates who are well prepared academically. Often noted, for example, is the uniformly high level of achievement of Greek students in mathematics, which is rigorously taught throughout the educational system. On the other hand, the curriculum and teaching methods of the highly centralized Greek system stress conformity and rote learning, with little opportunity to learn skills of analysis and independent study, research, and organization of subject matter. Thus, the transition from the Greek to the American culture and educational system provides a challenge for most students.

Tertiary Education. Undergraduate study in institutions at the *anotati* ("highest" or university) level in Greece is also strongly academic, and lacking in many of the social and recreational diversions enjoyed by American undergraduates. Other kinds of distractions are evident, however—especially those resulting from the strong political interests and organizations of Greek students and the tendency toward strikes by students and employees of Greek universities. The result of these forces is the closing of the institutions for varying lengths of time, with the loss—sometimes, but not always—made up by lengthening the school year or reducing vacation periods.

In addition, class attendance is not compulsory; many students register for courses and return only for course examinations, or where examinations are not required, attempt to complete papers and tests without attending lectures. Faculty members often have no class lists, and the exact extent of non-attendance is impossible to determine—estimates range from 10% to 90% in various subjects and class levels. Attendance generally is higher in the Polytechnic Schools and the Schools of Mathematics and Physics than in other Schools. Some students maintain that attendance in class is not essential, since professors are required to have their lectures printed and distributed to students, and are forbidden to ask examination questions on material that is not covered in lectures or the assigned textbooks. It is reported that the only penalty for cheating on examinations is dismissal from that particular examination, which the dismissed student may take at the next administration of the exam.

All textbooks are ordered by the Ministry of National Education and Religion, and sometimes are very late in arriving. One of the students' arguments against limiting the number of times they may take course examinations is that the textbooks may not have arrived on time. Course examina-

tions are given in June, and repeated in October and January. Students may take final course exams as many times as they wish. Marking on the first examination is usually more strict than on later exams.

University libraries are decentralized. The budget for library books is divided among the lead professors (Chairs) in each subject, who buy the books they want, keep them in their offices or libraries, and make them available to students on a very limited basis—usually one or two hours per day—for use only on the premises. These "Chair" libraries may range in size from a few hundred volumes to 15,000-20,000. Central libraries are rare, most of their books are gifts, and usually the stacks are closed with no browsing privileges. Cataloging systems may vary among the decentralized libraries, and in most cases, no centralized catalog of the various collections is available. University students have little experience in using libraries in the manner common to students in the United States.

Each science professor has his own laboratory, and its nature depends to a great extent on the professor's research interest. The laboratory experiences of the student may, as a result, be intensive but narrow.

Finally, the rapid turnover in top administrative positions (Deans, Vice-Rectors, Rectors, and Pro-Rectors serve one- or two-year terms while continuing as active members of the faculty) inhibits effective institutional governance and planning.

Despite the problems that are evident in undergraduate education in Greece, the high degree of selectivity at the point of entry, the strong academic emphasis, and the rigorous marking system, give assurance that most graduates are well qualified.

Graduate study is in the very early stages of development in Greece. Few schools offer graduate courses. Some institutions have developed graduate studies programs of one or two years in length with competitive examinations for entry, consisting of a series of post-*ptychion* courses, and leading to a "diploma of postgraduate studies." The Greek doctorate, in practice, is an informal, largely unsupervised agreement between a professor and a student who holds a *ptychion*. The only requirement is that the student produce a thesis, which must be approved by a faculty committee. No coursework is required.

Institutions at the *anotera* ("higher," or tertiary non-university) level include teacher training institutions, Centers for Higher Technical and Vocational Education (KATEE), Higher Schools of Nursing, midwifery training, police and gendarmerie officers' schools, and specialized professional schools of music (conservatories and odeums), dance, drama, and cinema and television. Generalizations concerning academic standards are very difficult to make or to justify for such a diverse group of educational institutions.

It may be noted, however, that marking standards in teacher training institutions appear to be less rigorous than in either university-level institutions or the KATEE. It should also be noted that entry to all types of *anotera* institutions is very competitive, and only the best qualified gain admission.

Private institutions at the anotera level exist as counterparts of the KATEE and the specialized professional schools in the performing arts, and must maintain the same entry, curriculum, and graduation requirements as comparable public institutions. A special case is the *anotera* institution which offers programs leading to a bachelor's degree, but which is not recognized as university level by the Greek government. It is interesting to note that graduates of such institutions, while not eligible for Greek civil service positions requiring university-level preparation, are readily employed and valued by private firms.

Chapter Seven

Placement Recommendations

The Role of the National Council on the Evaluation of Foreign Educational Credentials

The placement recommendations that follow have been approved by the National Council on the Evaluation of Foreign Educational Credentials. In order that these recommendations may be of maximum use to admissions officers, the following information on the development of the terminology used in stating the recommendations, along with instructions for their use, is offered by the Council and the World Education Series Committee.

The recommendations deal with all levels of formal education in roughly chronological order up through the highest degree conferred. Recommendations, as developed through discussion and consensus in the Council, are not directives. Rather, they are general guidelines to help admissions officers determine the admissibility and appropriate level of placement of students from the country under study.

The recommendations should be applied flexibly rather than literally. Before applying the recommendations, admissions officers should read the supporting pages in the text and take into account their own institutional policies and practices. For example, a recommendation may be stated as follows: ". . . may be considered for up to 30 semester hours of transfer credit. . ." The implication is that the U.S. institution may consider giving less than or as much as one year of transfer credit, the decision to be based on various factors—the currentness of the applicant's transfer study, applicability of the study to the U.S. curriculum, quality of grades, and the receiving institution's own policies regarding transfer credit. Similarly, the recommendation ". . . may be considered for freshman admission" indicates possible eligibility only; it is not a recommendation that the candidate be admitted. Although consideration for admission at the same level may be recommended for holders of two different kinds of diplomas, use of identical phrasing in the recommendation does not mean that the two diplomas are identical in nature, quality, or in the quantity of education they represent.

In most cases, the Council will not have attempted to make judgments about the quality of individual schools or types of educational programs within the system under study. Quality clues are provided by the author and must be inferred from a careful reading of the text.

Certain phrases used repeatedly in the recommendations have acquired, within Council usage, specific meanings. For example, "through a course-by-course analysis" means that in dealing with transfer credit, each course taken at the foreign institution is to be judged on an individual basis for its transferability to the receiving institution. Another phrase "where technical training is considered appropriate preparation" suggests that the curriculum followed by the candidate is specialized, and this wording is often a hint that within the foreign system the candidate's educational placement options are limited to certain curriculums. However, while the Council is aware

of the educational policies of the country under study, the Council's policies are not necessarily set in conformity with that country's policies. Rather, the recommendations reflect U.S. philosophy and structure of education.

In voting on individual recommendations, Council decisions are made by simple majority. Although consistency among volumes is sought, some differences in philosophy and practice may occur from volume to volume.

(AUTHOR'S NOTE: The following placement recommendations are intended to assist admissions officers in making admissions and transfer credit decisions. They are not to be considered as absolutes, but should be used in conjunction with institutional admissions policy. The appropriate pages in the text, cited after each recommendation, should be consulted.)

Educational Background of Students from Greece	Placement Recommendations for U.S. Admissions Officers
A. Secondary Credentials	
1. Received an *apolyterion* from a post-1975 three-year *gymnasium* (completion of grade 9). (pp. 9-10)	May be considered for placement in grade 10 in secondary school.
2. Received an *apolyterion* from a two-year program in a middle technical-vocational school (grades 10-11) or from a two-year program in a School of Assistant Nurses.* (pp. 10-11, 52-53)	May be considered for placement at the grade 12 level in secondary school.
3. Received an *apolyterion* from a pre-1976 upper technical-vocational school. (p.8)	May be considered for freshman admission where technical or vocational training is considered appropriate preparation.
4. Received an *apolyterion* from the six-year *gymnasium* prior to 1976, or from the *lyceum* (general, technical-vocational, model classical, merchant marine, ecclesiastical, model school, or private) beginning in 1976. (pp. 7, 11-18)	May be considered for freshman admission.
B. Undergraduate Admission	
Students who have completed some coursework for any of the programs listed below may be considered for admission with transfer credit determined through a course-by-course analysis.	
1. Completed a two-year program in Deree College (a division of The American College of Greece) and received an Associate in Applied Science in secretarial studies and training. (pp. 35, 81)	May be considered for undergraduate admission with up to 60 semester hours of transfer credit determined through a course-by-course analysis.

*See p. 53 for a description of a one-year post-primary School of Assistant Nurses program.

2. Received a *ptychion* from a two- or three-year program in a Center for Higher Technical and Vocational Education (KATEE), or a private higher technical school. (pp. 38-44)	May be considered for undergraduate admission with up to 30 semester hours of transfer credit per year, determined through a course-by-course analysis.
3. Received a *ptychion* from a two-year preprimary or primary teacher training program. (pp. 44-47)	May be considered for undergraduate admission with up to 60 semester hours of transfer credit, determined through a course-by-course analysis.
4. Received a *ptychion* from a three-year program in a Higher School of Home Economics. (pp. 44-47)	May be considered for undergraduate admission with up to 90 semester hours of transfer credit determined through a course-by-course analysis.
5. Received a *ptychion* from a one-year program in a Further Training School of Primary Education Teachers (SELDE) following completion of a two-year preprimary or primary teacher training program. (pp. 47-48)	May be considered for up to 30 semester hours of undergraduate transfer credit determined through a course-by-course analysis, in addition to any credit given for prior programs.
6. Received a *diploma* from a three-year program in a Higher School of Nursing. (pp. 51-52)	May be considered for undergraduate admission with transfer credit determined as for graduates of U.S. hospital schools of nursing.*
7. Received a *ptychion* from a one-year nursing specialty program beyond the three-year Higher School of Nursing. (p. 52)	May be considered for transfer credit in addition to, and determined in the same manner as, credit given for the three-year Higher School of Nursing *diploma*.
8. Received a *diploma* from a three-year program in a Higher School of Midwifery. (p. 53)	May be considered for undergraduate admission with transfer credit determined as for graduates of U.S. hospital schools of nursing.
9. Received a *ptychion* or *diploma* from a conservatory or odeum. (pp. 56-57)	May be considered for admission and placement in accordance with policies used for students from U.S. schools of music.
10. Received a *ptychion* from a three-year post-*lyceum* program in drama, dance, or cinema and television. (pp. 56-57)	May be considered for undergraduate admission with up to 90 semester hours of transfer credit determined through a course-by-course analysis.
11. Received an *apodeiktikon* from a five-, six-, or ten-month program in a Gendarmerie Training School, or completed a six-month program in a Police Training School or a nine-month program in a School for Chief Constables. (pp. 59-61)	May be considered for undergraduate admission with transfer credit determined through a course-by-course analysis.

*The three-year nursing program at the University of Athens is too new for evaluation.

12. Received a *ptychion* from a three-year program in the Gendarmerie Officers School or the School for Police Officers. (pp. 59-61)	May be considered for undergraduate admission with up to 90 semester hours of transfer credit determined through a course-by-course analysis.
13. Received a *ptychion paidagogikon spoudon* from a six-month or one-year program in the Pedagogical Technical School (PATES). (pp. 49-50)	May be considered for up to 15 semester hours of undergraduate transfer credit for each six-month period of study, to be determined through a course-by-course analysis.
14. Received a *ptychion* from a two-year program in the Rizareios Higher Priest School of Athens or the Ecclesiastical Pedagogical Academy of Vella; or a three-year program in the Ecclesiastical Pedagogical Academy of Thessaloniki, or the Higher Ecclesiastical School of Athens. (pp. 55-56)	May be considered for undergraduate admission with up to 30 semester hours of transfer credit per year determined through a course-by-course analysis.

C. Graduate Admission

Students who have completed some coursework for any of the programs listed below may be considered for admission with transfer credit determined through a course-by-course analysis.

1. Received a bachelor's degree from Deree College. (pp. 35, 81)	May be considered for graduate admission.
2. Received a *ptychion* from a two-year program in the Maraslean Primary Education Teachers' Training School. (p. 48)	May be considered for graduate admission.
3. Received a *ptychion* from a four-year program in the Higher Technical School of Educational Technologists (ASETEM). (pp. 49-50)	May be considered for graduate admission.
4. Received an *apodeiktikon spoudon* from a one-year program in a Further Training School of Secondary Education Teachers (SELME). (p. 48)	May be considered for graduate transfer credit determined through a course-by-course analysis.
5. Received a *ptychion* from a two-year program in a Further Education College for Secondary Education Teachers (Didaskaleio Mesis Ekpaedeuseos). (pp. 48-49)	May be considered to have a degree comparable to a U.S. master's degree in education.
6. Received a *ptychion* from a four-year program in the National Academy of Physical Education. (pp. 44-47)	May be considered for graduate admission.
7. Received a *ptychion* from a four-year program at the Army or Air Force Academies or a *diploma* from the Naval Academy. (pp. 57-59)	May be considered for graduate admission.

8. Received a *ptychion* from a four-year program in a university-level institution. (pp. 23-35)	May be considered for graduate admission.
9. Received a *ptychion* from a five-year program in a university-level School of Engineering or School of Agriculture and Forestry. (pp. 23-35)	May be considered for graduate admission with no graduate transfer credit.
10. Received a *ptychion* in medicine, dentistry, or veterinary medicine. (pp. 23-35)	May be considered to have a degree comparable to the first professional degree in the same field in the U.S.A.
11. Received a *diploma metaptychiakon spoudon*. (pp. 31-33)	May be considered to have a degree comparable to a U.S. master's degree.
12. Received a *didaktorikon*. (p. 33)	Represents graduate research; not comparable to a U.S. earned doctorate.

Appendix A

Selected Private Secondary Schools

1. American Community Schools of Athens, Inc.; 129 Aghias Paraskevis St., Ano Halandri, Athens. Campuses located in Athens suburbs of Halandri and Kastri. Incorporated in State of Delaware (1959), accredited by Middle States Association of Colleges and Secondary Schools, and related to Office of Overseas Schools, U.S. Department of State. Serves most American dependents in Greece. Member of European Council of International Schools (ECIS).

Grades K-12. Coeducational. Language of Instruction: English. Enrollment (1978-79): 1,860 (556 elementary, grades K-5; 500 middle school, grades 6-8; 804 high school, grades 9-12).

Program: U.S. college preparatory courses and technical-vocational courses. Exempt from Greek Ministry of National Education and Religion requirements.

2. Anatolia College; Panorama Way, Thessaloniki. Incorporated in State of Massachusetts. Binationally sponsored; trustees are both Greek and American.

Grades 7-12. Coeducational. Nearly all students are Greek. Language of Instruction: Greek, except in certain courses during last 2 years of *lyceum*. Enrollment (1978): 1,171.

Numerical Marks and Descriptive Terms: 18.5-20.0 (excellent); 15.5-18.4 (above average); 13.0-15.0 (average); 10.0-12.0 (below average); below 10 (fail).

Program: Traditional Greek secondary school curriculum prescribed by Ministry of National Education and Religion. Curriculum preparatory for Greek university entrance. Emphasis on English, which is required as major subject each year. Offers 6-week summer institute in Hellenic Studies for U.S. college and university undergraduates in English. Beginning in 1981, program will be extended to first 2 years of bachelor's degree work.

3. Athens College; P.O. Box 5, Psychico, Athens. Founded 1924 as American-sponsored Greek boys school. Incorporated by Board of Regents of the University of the State of New York; operates under dual (American and Greek) Board of Directors.

Grades 1-12. Primarily boys. Language of Instruction: Greek, although some upper level courses are taught in English. Enrollment (1979): 2,153.

Admission: Highly selective. Examinations required for admission to grade 1 and for promotion to grade 7.

Numerical Marks and Descriptive Terms: 19-20 (excellent); 17-18 (above average); 13-16 (average); 10-12 (below average); 9 & below (fail). Cumulative averages and class rank reported on transcripts.

Program: Traditional Greek secondary school curriculum prescribed by Ministry of National Education and Religion. English studied in all grades. Students in junior and senior classes take up to 13 subjects, and spend as much as 38 hours per week in class.

Upper school *(lycrum)* is 4 years in length, rather than 3, to allow for [illegible] courses, extensive program of activities, and more extensive English language program; additional programs distributed throughout the 4 years. Graduates enter universities in Greece, Europe, and the U.S.A.

4. Moraitis School; Psychico, Athens. Official center for GCE examinations. Grades K-12. Coeducational. Language of Instruction: Greek. Enrollment (1980): 2,200.

Admission: Students usually enter in kindergarten or first year of primary school. Children of alumni and siblings of enrolled students receive priority.

Program: Traditional Greek secondary school curriculum prescribed by Ministry of National Education and Religion, with additional emphasis on physical education, student government and club activities, and English. Curriculum prepares students for Greek university entrance and for GCE exams. Subjects include English language ("O" level), mathematics ("O" and "A" levels), and "A" level biology, chemistry, physics, and economics.

9. Pierce College (division of The American College of Greece); Box 18, Aghia Paraskevi-Attikis, Athens. Established 1875 in Smyrna as The American College for Girls, an American-sponsored secondary school for Greek girls. Deree College is higher education division of The American College of Greece (see Appendix C).

Grades 7-12. Language of Instruction: Greek, except for courses in English, music, and psychology. Enrollment (1980): Approximately 800.

Program: Traditional Greek secondary school curriculum prescribed by Ministry of National Education and Religion. Pierce College is divided into *gymnasium* (grades 7-9), and *lyceum* (grades 10-12). Special emphasis on English instruction each year.

6. TASIS Greece (IIS; The Cecil, Kifissia-Kefalari. Established 1955 as branch of The American School in Switzerland (TASIS). In September 1979, affiliated with Hellenic International School (HIS), founded in 1971.

Grades 1-12. Coeducational. Boarding/Day School. Language of Instruction: English. Enrollment (1979): 300.

Program: U.S. college preparatory curriculum and general studies track for all levels of ability. Also offers British GCE and International Baccalaureate curriculums.

7. Thessaloniki Agricultural and Industrial Institute (also known as The American Farm School); P.O. Box 140, Thessaloniki. Founded 1904. Incorporated in State of New York, with trustees' offices at 380 Madison Avenue, New York, NY 10017.

Grades 9-12. Coeducational. Language of Instruction: Greek. Enrollment (1980): 200 (including 35 boys in 2-year technical school in mechanized agriculture). Length of Program: 3 years.

Program: Traditional Greek technical-vocational *lyceum* program, with emphasis on vocational agriculture and with additional practical instruction in agriculture four afternoons per week. Students who take additional math, physics, and chemistry during last 2 years may apply for university entry.

8. Thessaloniki International High School and Pinewood Elementary School; Post Pilea, Thessaloniki. Founded 1949. Incorporated in State of Delaware.

Grades K-12. Coeducational. Language of Instruction: English. Enrollment (1978): 185 (54 elementary, grades K-5; 46 junior high, grades 6-8; 85 senior high, grades 9-12).

Program: U.S. college preparatory and general academic curriculum.

Appendix B

Public University-Level Institutions*

1. Agricultural College of Athens (Anotati Geoponiki Scholi Athinon); also known as Athens Agricultural College; 75 Iera Odos, Votanikos, Athens. Established 1920.

Enrollment (1977-78): 894 (regular students). Length of Program: 5 years.

2. The Highest School of Economics and Commercial Sciences (Anotati Emporiki, Anotati Scholi Ikonomikon Kai Emporikon Epistimon); also known as Athens School of Economics and Business Science, College of Economic and Commercial Sciences, Graduate School of Economics and Business Science; 76 Patission St., Athens. Established 1920. (See Document 3, Appendix H.)

Enrollment (1977-78): 8,362 (5,259 regular students; 3,103 students preparing for delayed final exams). Length of Program: 4 years.

Numerical Marks and Descriptive Terms: 8.6-10.0 (excellent); 6.6-8.5 (very good); 5.0-6.5 (fair).

Divisions: Business Administration; Economics; Statistics; Graduate Studies (2-year program requiring *ptychion* in economics for admission, and leading to diploma of postgraduate studies).

3. National Technical University of Athens (Ethnikon Metsovion Polytechneion Athinon); also known as National Polytechnic University, National Metsovion Polytechnic; 42 Patission St., Athens. Established 1836. University-level status granted 1914.

Enrollment (1977-78): 5,735 regular students; 596 students preparing for regular or delayed final exams). Length of Program: 5 years.

Schools and Divisions: School of Architectural Engineering; School of Chemical Eng.; School of Civil Eng. (Divisions of Civil Eng. & of Shipbuilding Mechanical Eng.); School of Electrical Eng.; School of Mechanical Eng.; School of Mining & Metallic Eng.; School of Rural & Survey Engineering.

4. Panteios Highest School of Political Sciences (Panteios Anotati Scholi Politicon Epistimon); also known as Panteios Graduate School of Political Sciences; 136 Syngrou Ave., Athens 404. Established 1930. (See Document 16, Appendix H.)

Enrollment (1977-78): 6,606 (6,035 regular students; 571 students preparing for delayed final exams). Length of Program: 4 years.

Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 7.0-8.9 (very good); 5.0-6.9 (good); 0.0-4.9 (failure).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 2.3%; 7.0-8.9 = 26%; 5.0-6.9 = 71.7%.

Divisions: Political Science; Public Administration.

Affiliated Institutes, Centers: Institute of Regional Development (I.R.D.), 19 Voukourection, Athens; Greek Mediterranean Center of Arabic and Islamic Studies (G.M.C.A.I.S.), 2 Lykabittou, Athens.

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*The first title listed for each school is the one most commonly used in English; the Romanized form of the Greek title is in parentheses, followed by other titles in English and the institution's address.

5. Piraeus School of Industrial Studies (Anotati Biomichaniki Scholi Piraios); also known as Piraeus Industrial College, Graduate School of Industrial Studies, Highest Industrial School of Piraeus; 40 Karaoli-Dimitriou St., Piraeus. Established 1938. Granted university-level status 1958.

Enrollment (1977-78): 7,531 (5,179 regular students; 2,352 students preparing for regular or delayed final exams).

Numerical Marks and Descriptive Terms: 8.5-10.0 (excellent); 6.50-8.49 (very good); 5.00-6.49 (good); below 5 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = .01%; 8.0-8.9 = 5%, 7.0-7.9 = 15%; 6.0-6.9 = 30%; 5.0-5.9 = 50%.

Divisions: Business Administration; Economics.

6. School of Fine Arts (Anotati Scholi Kalon Technon); also known as College of Fine Arts, Supreme School of Fine Arts; 42 Patission St., Athens. Established 1834. Granted university-level status 1930.

Enrollment (1977-78): 307 (270 regular students; 37 students preparing for regular or delayed final exams). Length of Program: 4 years.

Divisions: Engraving Workshop; Painting Workshop; Preliminary Workshop; Sculpture Workshop.

7. Technical University of Crete. Established 1977 (not yet operating, 1980-81). Length of Program: 5 years.

8. Thessaloniki School of Industrial Studies (Anotati Biomichaniki Scholi Thessalonikis); also known as Thessaloniki Industrial College, Graduate School of Industrial Studies, Higher Industrial School of Thessaloniki; 3 Aghias Sophias St., Thessaloniki. Established 1938. Granted university-level status 1958. Length of Program: 4 years.

Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 7.0-8.9 (very good); 5.0-6.9 (good).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 1%; 8.0-8.9 = 2%; 7.0-7.9 = 7%; 6.0-6.9 = 50%; 5.0-5.9 = 40%.

Divisions: Business Administration; Economics.

Affiliated Institutes, Centers: Center of Economic and Industrial Research.

9. University of Athens (Ethnikon Kai Kapodistriakon Panepistimion Athinon); also known as National and Capodistrian University of Athens; 30 Panepistimiou St., Athens. Established 1837. (See Document 15, Appendix H.)

Enrollment (1977-78): 43,013 (32,962 regular students; 10,051 students preparing for regular or delayed final exams).

Schools and Divisions/Length of Program:

School of Dentistry/5 years.

School of Law/4 years (Divisions: Economics; Law; Public Law & Political Science).

School of Medicine/6 years.

School of Philosophy/4 years (Divisions: Ancient Literature—Greek & Latin; Byzantine & Modern Greek Studies; English Studies; French Studies; German Studies; History & Archaeology; Italian Language & Literature; Philosophy).

School of Physics and Mathematics/4 years (Divisions: Biology; Chemistry; Geology; Mathematics; Pharmacology; Physics).

In addition, the School of Physics and Mathematics offers 1- and 2-year graduate studies programs in Electronics and Radioelectrology (2 years), Electronics Automation (2 years), Oceanography (2 years), Marketing Research (2 years), and Meteorology (1 year), which lead to the diploma of postgraduate studies.

School of Theology/4 years (Divisions: Pastoral Theology; Theology).

10. University of Crete (Panepistimion Kritis); Perivolia, Rethymnon, Crete. Established 1973. Began operation 1977.

Enrollment (1977-78): 196.

Schools and Divisions/Length of Program:
School of Medicine/6 years (established 1976; no students as of 1978-79).
School of Philosophy/4 years (Divisions: Ancient Literature—Greek & Latin; Archaeology; History; Medieval & Modern Greek Studies; Philosophy, Psychology, and Pedagogy).
School of Physics and Mathematics (in Herakllon, Crete)/4 years (Divisions: Mathematics; Physics—began operation 1978-79).

11. University of Ioannina (Panepistimion Ioanninon); Ioannina.

Established 1970. University of Thessaloniki opened branch of School of Philosophy in Ioannina 1964, and branch of School of Physics and Mathematics 1966. These branches formed nucleus of University of Ioannina.

Enrollment (1977-78): 3,422 (2,772 regular students; 650 students preparing for regular or delayed final exams).

Schools and Divisions/Length of Program:
School of Medicine/6 years (began operation 1977-78).
School of Philosophy/4 years (Divisions: Ancient Literature—Greek & Latin; Archaeology; History; Medieval & Modern Greek Studies; Pedagogy).
School of Physics and Mathematics/4 years (Divisions: Chemistry—began operation 1977-78; Mathematics—began operation 1966-67; Physics—began operation 1970-71).

12. University of Patras (Panepistimion Patron); Patras. Established 1964. Began operation 1966-67.

Enrollment (1977-78): 4,199 (3,564 regular students; 635 students preparing for regular or delayed final exams).

Schools and Divisions/Length of Program:
Polytechnic School/5 years (Divisions: Chemical Engineering—began operation 1977-78; Civil Eng.—began operation 1973-74; Computer Eng.; Electrical Eng.; Mechanical Eng.—began operation 1973-74).
School of Medicine/6 years (began operation 1977-78).
School of Physics and Mathematics/4 years (Divisions: Biology; Chemistry; Geology—began operation 1977-78); Mathematics; Pharmacology—began operation 1977-78; Physics).

13. University of Thessaloniki (Aristoteleion Panepistimion Thessalonikis); also known as Aristotelian University of Thessaloniki; Thessaloniki. Established 1925. (See Appendix H, Document 9.)

Enrollment (1977-78): 31,074 (24,476 regular students; 6,598 students preparing for regular or delayed final exams).

Schools and Divisions/Length of Program:
Polytechnic School/5 years (Divisions: Architectural Engineering; Chemical Eng.; Civil Eng.; Electrical Eng.; Mechanical Eng.; Rural & Survey Eng.)
School of Agriculture and Forestry/5 years (Divisions: Agronomy; Forestry).
In addition, the School of Agriculture and Forestry offers graduate studies program in agronomy, with specializations in genetics, zootechnics and nutrition of agricultural animals, and land improvement, which lead to diploma of postgraduate studies.
School of Dentistry/5 years.
School of Law and Economic Sciences/4 years (Divisions: Economics & Political Sciences; Economic Sciences; Law; Public Law Specializations).
School of Medicine/6 years.
School of Philosophy/4 years (Divisions: Ancient Literature—Greek & Latin; Byzantine & Modern Greek Studies; English Language & Literature; French Language & Lit.; German

Language & Lit.; History & Archaeology; Italian Language & Lit.; Philosophy; Psychology and Pedagogy.

In addition, the School of Philosophy offers 2-year graduate studies programs leading to the diploma of postgraduate studies in 18 different specializations: Ancient Greek Philology, Ancient History, Balkan History, Byzantine History, Classical Archaeology, Folklore, History of Medieval & Modern Times, History of Modern Greece, History of Western Art, Latin Philology, Linguistics, Medieval Greek Philology, Modern Greek Philology, Pedagogy, Philosophy, Prehistoric Archaeology, Psychology, and Roman History.

School of Physics and Mathematics/4 years (Divisions: Biology; Chemistry; Geology; Mathematics; Natural Sciences; Pharmacology; Physics).

In addition, the School of Physics and Mathematics offers a 2-year graduate studies program in Electronics leading to the diploma of postgraduate studies.

School of Theology/4 years (Divisions: Pastoral Theology—discontinued 1980-81; Pastoral Training; Theology.

In addition, the School of Theology offers 2-year graduate studies programs in Interpretive Theology, Systematical Theology, Historical Theology, and Practical Theology which leads to the diploma of postgraduate studies.

School of Veterinary Medicine/5 years.

In addition, the School of Veterinary Medicine offers 2-year graduate studies programs in Food Hygiene of Animal Products, and in Microbiology & Infectious Diseases which lead to the diploma of postgraduate studies.

14. University of Thrace (Demokriteion Panepistimion Thrakis); also known as Democritus University of Thrace; 1 M. Mpotsari, Komotini. Established 1973. Began operation 1974-75. Enrollment (1977-78): 1,245.

Schools and Divisions/Length of Program:

Polytechnic School (located in Xanthi)/5 years (Divisions: Civil Engineering; Electrical Engineering—began operation 1975-76).

School of Law/4 years.

School of Medicine/6 years (estd. 1977; no students as of 1978-79).

Appendix C

Private Postsecondary Institutions

*1. The Aegean School, Inc.; 1616 Beechwood Blvd., Pittsburgh, PA 15217, U.S.A. Established 1972. Non-profit organization incorporated in U.S.A. Formed as administrative base for schools (A through E) listed below.

Admission: Only English-speaking, non-Greek students, age 18 and above; most are from American universities. Limited to 20 students in any one study period.

Academic Credit and Degrees: No credit given. Students receive certificate of course completion, and instructor's evaluation/recommendation.

A. The Aegean School of Classical Studies and Philosophy; Paros, Cyclades, Greece. Established 1980. Calendar: Summer program only (1981 dates—June 27-August 5). Enrollment: Limited to 8 students. Program: Lectures, seminars, site visits.

B. The Aegean School of Crafts; Paros, Cyclades, Greece. Program: Emphasis on ceramics, but other local crafts offered.

C. The Aegean School of Cultural Anthropology; Naxos, Cyclades, Greece. Established 1975. Calendar: Summer programs. Programs: anthropology, economics, modern Greek culture & language, sociology, statistics.

D. The Aegean School of Fine Arts; Paros, Cyclades, Greece. Established 1966. Calendar: Year-round. Minimum period of enrollment, 8 weeks. Admission: Anyone with sincere interest in the arts may apply whenever opening occurs. Program: Creative writing, filmmaking, history of art, intaglio, literature, modern Greek language, music, printmaking, studio (drawing, painting, sculpture, watercolor, etc.).

E. The Aegean School of Sailing and Navigation; Paros, Cyclades, Greece. Calendar: May through September. Program: All aspects of sailing and navigation.

2. The American School of Classical Studies at Athens; 54 Souidas St., Athens 140. Established 1881. Board of Trustees incorporated in State of Massachusetts 1887.

Calendar: About October 1 to June 1-15, divided into 3 terms; summer session. Language of Instruction: English. Knowledge of classical Greek, French, and German required.

Admission: Regular "membership" restricted to graduate students preparing for professional careers in classical studies who have not completed Ph.D. degree. Associate membership restricted to graduate students outside professional area of the classics, or established scholars with legitimate research interests. Recommendations and qualifying examinations required.

Summer sessions (two terms with 20 students in each) offered for graduates and selected undergraduates of colleges and universities in the U.S.A. and Canada who want to become acquainted with Greece and its antiquities in a limited time.

Programs: Study and research in art, excavation and exploration, Greek antiquities, history, languages, literature, and topography. No formal coursework provided. According to the Office of Press and Information, Greek Embassy, Washington, D.C., all American archaeological projects in Greece are under the auspices of this School.

Academic Credit and Degrees: None.

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*The Aegean School, 1981 (mimeographed bulletin).

3. Center for Embry-Riddle Aeronautical Studies; Athens. Established 1980. Embry-Riddle Aeronautical University (ERAU), Daytona Beach, FL, serves as educational consultant to Kronos Educational Establishment, Ltd., which operates the Center for Embry-Riddle Aeronautical Studies. (ERAU in Florida is a private institution established in 1926, and accredited by the Southern Association of Colleges and Schools, and by the Accreditation Board for Engineering and Technology.)

   Language of Instruction: English. Admission: Follows ERAU admissions standards. Open to Greek nationals.

   Program: Initiated in October 1980, Center follows specialized ERAU aviation-oriented curriculum, admissions standards, and academic regulations. Special pre-college Aviation English Language Training Program included. Feasibility of offering selected ERAU degrees is under consideration.

*4. Deree College (division of The American College of Greece); Aghia Paraskevia-Attikis, Athens. Established 1875 as The American College for Girls. (See Pierce College, Appendix A.) Extension into higher education began after World War II. Higher education division incorporated 1961 in State of Colorado. Grants B.A. and B.S. degrees. College was named in honor of William S. Deree in 1973. Accredited by New England Association of Schools and Colleges.

   Calendar: Semester system (1982-83 dates—September 10-December 18; February 21-June 14). In addition, winter session—January 12-February 11; summer session—June 20-July 18. Language of Instruction: English. Enrollment: 2,000 (including 900 at downtown campus in Athens).

   Admission: Majority of students are Greek. Applicant must hold the *apolyterion* with minimum average mark of 15 from the *lyceum* and "C" or its equivalent from an American or other secondary school; have knowledge of English (TOEFL required for non-native speakers of English, and SAT or "O" level GCE for native speakers); and present three letters of recommendation.

   Numerical Marks and Descriptive Terms: 4.0 (excellent); 3.0 (good); 2.0 (fair); 1.0 (poor); 0 (fail).

   Approximate Percentage of Students Graduating by Grade Average: 4.0 = 19.67%; 3.0 = 35.40%; 2.0 = 30.15%; 1.0 = 10.04%; 0 = 4.73%.

   Programs: An otherwise acceptable student whose TOEFL score is low may enroll in the "*propaedeutic* program," which consists of intensive English language instruction of up to 30 hours per week for 15 weeks. Then, in order to be considered for a degree program, a student must retake the TOEFL. No credits toward a degree are given for the *propaedeutic* program; students may not take other courses while in this program.

   Degree programs are offered in business administration, dance (expected to begin September 1981), English, home economics, psychology, secretarial studies (only at downtown campus in Athens), or in an individually designed interdiscipline.

   Academic Credit and Degrees: For a bachelor's degree, 122 semester hours are required; for an associate's degree, 73 semester hours. The Bachelor of Arts (with majors in dance, English, home economics, psychology, sociology, or in an individually designed interdiscipline), the Bachelor of Science in business administration, and the Associate in Applied Science in Secretarial Studies and Training are awarded.

†5. North College; 6 Mitropoleos St., Thessaloniki. Established 1975.

   Calendar: Quarter system (1980-81 dates—September 8-November 28; December 2-March 6; March 11-June 12; summer session—July 6-August 28).

   Faculty: 50-60; 80% with master's or doctorate degrees. Language of Instruction: Greek and English, the latter prominent at senior class level. English lessons, 6 hours per week; Greek, 20 hours per week.

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*Deree College Catalog, 1981-1983.

†North College Undergraduate Catalog, 1980-82.

Admission: Applicant must be *lyceum* graduate with average mark of "satisfactory," or secondary school graduate with average mark of "C" for last 3 years, and must submit two letters of recommendation.

Numerical Marks and Descriptive Terms: 3.7-4.0 (excellent); 2.7-3.3 (good); 1.7-2.3 (satisfactory); 1.2-1.4 (poor); 1.0 (passing); 0 (failure).

Academic Credit and Degrees: For the bachelor's degree, 126 semester hours are required; for the associate degree, 64 semester hours. The Bachelor of Arts (with majors in journalism, psychology, and sociology); the Bachelor of Science in business administration (with majors in European studies, management, and marketing); and the Associate degree in secretarial administration and training, and in accounting are awarded.

Length of Period: 90 minutes, followed by 30-minute tutorial.

Appendix D

Centers for Higher Technical and Vocational Education (Kentra Anoteras Technikis ke Epangelmatikis Ekpaedeuseos—KATEE)*

NOTE: The terminology for specialties within the schools may differ from those listed in Table 15 due to differences in the dates of the two reports. Four Schools of Nursing, reopened in 1981-82, are too recent to be included in this listing.

1. KATEE in Athens (1974). Enrollment: 4,850.

   School of Business Administration—Specialties: Accounting; Library Science; Management; Merchandising and Advertising; Motel and Hotel Management.

   School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Computer Technology; Electrical Technology; Land Survey Technology; Mechanical Technology; Shipbuilding Technology.

   School of Food Technology—Specialties: Agricultural Products; Animal Products.

   School of Graphic and Decorative Arts—Specialties: Decorating; Graphics; Printing and Photo Offset.

   School of Health and Welfare Vocations—Specialties: Beauty Culture and Cosmetology; Dental Technology; Hospital Administration; Medical Laboratories; Optometry; Physical Therapy (with majors in Occupational Therapy, and Physical Therapy); Public Health; Radiology and X-Ray.

2. KATEE in Chalcis (1980).

   School of Business Administration—Specialties: Accounting; Management.

   School of Engineering Technology—Specialties: Automobile Repair Technology; Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Computer Technology; Electrical Technology; Mechanical Technology.

   School of Health and Welfare Vocations—Specialty: Medical Laboratories.

   School of Weaving Technology.

3. KATEE in Florina (1979).

   School of Agriculture and Irrigation, Forestry, Veterinary and Fish Technology—Specialties: Agricultural Production.

   School of Business Administration—Specialty: Accounting.

4. KATEE in Heraklion, Crete (1974). Enrollment: 1,445.

   School of Agriculture and Irrigation, Forestry, Veterinary and Fish Technology—Specialty: Agricultural Production.

   School of Business Administration—Specialties: Accounting; Management; Motel and Hotel Management.

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*Year of founding is in parentheses after each KATEE, followed by the 1977-78 enrollment. (See Document 4, Appendix H for a copy of a KATEE *ptychion.*)

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Electrical Technology; Mechanical Technology.

School of Health and Welfare Vocations—Specialty: Social Work.

5. KATEE in Kavala (1976). Enrollment: 714.

School of Business Administration—Specialty: Accounting.

School of Engineering Technology—Specialties: Electrical Technology; Mechanical Technology; Petroleum Chemistry.

6. KATEE in Kozani (1976). Enrollment: 816.

School of Business Administration—Specialty: Accounting.

School of Engineering Technology—Specialties: Automobile Repair Technology; Electrical Technology; Mechanical Technology.

7. KATEE in Larissa (1974). Enrollment: 2,386.

School of Agriculture and Irrigation, Forestry, Veterinary and Fish Technology—Specialties: Agricultural Equipment and Irrigation; Agricultural Production; Animal Breeding and Raising; Forestry.

School of Business Administration—Specialties: Accounting; Management; Motel and Hotel Management.

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Electrical Technology; Mechanical Technology.

School of Health and Welfare Vocations—Specialty: Medical Laboratories.

8. KATEE in Mesolongi (1980).

School of Agriculture and Irrigation, Forestry, Veterinary and Fish Technology—Specialties: Agricultural Equipment; Fish Technology; Forestry.

School of Business Administration—Specialties: Accounting; Management; Motel and Hotel Management.

School of Engineering Technology—Specialties: Automobile Repair Technology; Civil Engineering Technology (with major in Transportation Planning and Water Works); and Land Survey Technology.

School of Weaving Technology.

9. KATEE in Patras (1974). Enrollment: 2,114.

School of Business Administration—Specialties: Accounting; Management; Motel and Hotel Management.

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Electrical Technology; Mechanical Technology.

School of Health and Welfare Vocations—Specialty: Social Work.

10. KATEE in Piraeus (1976). Enrollment: 2,300.

School of Business Administration—Specialty: Accounting.

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Computer Technology; Electrical Technology; Mechanical Technology.

11. KATEE in Rhodes.

School of Tourism Vocations.

12. KATEE in Serrai (1979).

School of Business Administration—Specialties: Accounting; Management.

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Mechanical Technology.

13. KATEE in Thessaloniki (1974). Enrollment: 2,995.

School of Agriculture and Irrigation, Forestry, Veterinary and Fish Technology—Specialties: Agricultural Administration; Agricultural Production; Animal Breeding and Raising.

School of Business Administration—Specialties: Accounting; Management; Merchandising and Advertising; Motel and Hotel Management. (See Document 4, Appendix H.)

School of Engineering Technology—Specialties: Civil Engineering Technology (with majors in Construction Technology, and Transportation Planning and Water Works); Electrical Technology; Mechanical Technology.

School of Food Technology—Specialties: Agricultural Products; Animal Products.

School of Health and Welfare Vocations—Specialties: Medical Laboratories; Physical Therapy.

The information in Appendix D was provided by the Office of Educational Affairs, Consulate General of Greece, New York, 1980 (personal letter).

Appendix E

Teacher Training Institutions*

1. Arsakeios Pedagogical Academy of Patras (Arsakeios Paidagogiki Akadimia Patron); 19 Maizanos St., Patras. Established 1936. Calendar: October 1-June 30. Enrollment (1979-80): 108.

   Numerical Marks and Descriptive Terms: 9.01-10.0 (excellent); 7.01-9.00 (very good); 6.01-7.00 (good); 5.00-6.00 (almost good); below 5 (bad).

   Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 70%; 8.0-8.9 = 30%.

   Program with Diploma Awarded: Two-year program for women leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 44 graduates.

   Affiliated Institutes, Centers: One 12-teacher primary school; one 1-teacher primary school.

2. Charokopios Higher School of Home Economics (Charokopios Anotati Scholi Ikiakis Ikonomias); 70 Eleftheriou Venezelou (Thiseos), Callithea, Athens. Established 1929. Calendar: September 10-July 10. Enrollment (1979-80): 177 (first and second year only; no third year in 1979-80, but 75 third-year students enrolled in 1980-81).

   Numerical Marks and Descriptive Terms: 9.01-10.0 (excellent); 7.01-9.00 (very good); 5.01-7.00 (good).

   Approximate Percentage of Students Graduating by Grade Average: 10.0 =1%; 9.0-9.9 = 2%; 8.0-8.9 = 40%; 7.0-7.9 = 50%; 6.0-6.9 = 5%; 5.0-5.9 = 2%.

   Program with Diploma Awarded: Three-year program for women leading to the *ptychion*. (See Document 12, Appendix H.) Graduates teach home economics in the *gymnasia* and *lycea*.

3. Chanea Higher School of Home Economics (Chanea Anotati Scholi Ikiakis Ikonomias); Chanea.

4. Further Education College for Secondary Education Teachers (Didaskaleio Mesis Ekpaideuseos); 53 Menandrou, Athens. Established 1910. Calendar: September 9-July 5. Enrollment (1979-80): 273.

   Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 7.0-8.9 (very good); 6.0-6.9 (good).

   Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 40%; 8.0-8.9 = 58%; 7.0-7.9 = 2%.

   Program with Diploma Awarded: Two-year program of further education for experienced secondary school teachers. (See Document 7, Appendix H.) In 1979-80 there were 196 graduates.

5. Further Training School of Primary Education Teachers (SELDE) of Athens (Scholi Epimorfoseos Litourgon Demotikis Ekpaideuseos Athinon); Olgas and Omirou Sts., Daphni, Athens. Established 1979. Calendar: September 15-June 30. Enrollment (1979-80): 122.

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*All teacher training institutions are included. However, only those that responded to the author's survey are described; others are listed by title and address only.

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Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 7.0-8.99 (very good); 6.0-6.99 (good); 5.00-5.99 (almost p...sd).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 81.14%; 8.0-8.9 = 17.21%; 7.0-7.9 = 1.65%.

Program with Diploma Awarded: One-year program of further training for experienced pre-primary and primary school teachers. A *ptychion* is awarded on satisfactory completion of program. (See Document 6, Appendix H.) In 1979-80 (first year of operation), there were 122 graduates.

6. Further Training School of Primary Education Teachers (SEEL DE) of Thessaloniki (Scholi Epimorfosseos Litourgon Demotikis Ekpaideuseos Thessalonikis); 1 Hydras St., Thessaloniki. Established 1979. Calendar: September 15-June 30. Enrollment (1979-80): 113.

Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 7.0-8.9 (very good); 5.0-6.9 (good); below 5.0 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 60%; 8.0-8.9 = 40%.

Program with Diploma Awarded: One-year program of further training for experienced pre-primary and primary school teachers. A *ptychion* is awarded on satisfactory completion of program. (See Document 6, Appendix H.)

7. Further Training School of Secondary Education Teachers (Scholi Epimorfosseos Litourgon Mesis Ekpaideuseos, or SELME); Menandrou and 53 Zinonos, Athens.

8. Further Training School of Secondary Education Teachers (Scholi Epimorfosseos Litourgon Mesis Ekpaideuseos, or SELME); 51 Hag. Sophias, Thessaloniki.

9. Marasleion Pedagogical Academy (Marasleios Paidagogiki Akadimia); known as Athens Teachers Public College or Demonion Didaskaleion Athinon to 1926, and Marasleio Didaskaleio to 1933; 4 Marasli, Athens 140.

Numerical Marks and Descriptive Terms: 9.01-10.0 (excellent); 7.01-9.00 (very good); 6.01-7.00 (good); 5.01-6.00 (fair); below 5.0 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 21%; 8.0-8.9 = 58%; 7.0-7.9 = 21%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*.

Affiliated Institution, Courses: Two 6-teacher primary schools; one 3-teacher primary school; one 1-teacher primary school.

10. Marasleion Primary Education Teachers' Training School (Marasleio Didaskaleio Demotikis Ekpaideuseos); 4 Marasli, Athens 140. Calendar: October 1-June 15. Enrollment (1979-80): 318.

Numerical Marks and Descriptive Terms: 10.0 (excellent); 9.0-9.9 (very good); 8.0-8.9 (good); 7.0-7.9 (almost good); 6.0-6.9 (fair).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 33%; 8.0-8.9 = 60%; 7.0-7.9 = 20%; 6.0-6.9 = 7%.

Program with Diploma Awarded: A post-*ptychion*, 2-year fulltime program which leads to another *ptychion*.

11. National Academy of Physical Education (Ethniki Akadimia Somatikis Agogis); known as the Special School of Gymnastics to 1899; School of Gymnastics to 1918; and College of Gymnastics to 1933; 41 Olgas St., Daphni, Athens. Established 1896.

Numerical Marks and Descriptive Terms: 8.5-10.0 (excellent); 6.5-8.4 (very good); 5.0-6.4 (good); below 5 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 2%; 9.0-9.9 = 3%; 8.0-8.9 = 10%; 7.0-7.9 = 47%; 6.0-6.9 = 20%; 5.0-5.9 = 5%.

Program with Diploma Awarded: Four-year program leading to the *ptychion*. (See Document 11, Appendix H.) In 1979-80 there were 2,100 applicants for 340 first-year places.

Affiliated Branch: National Academy of Physical Education, Thessaloniki.

12. Pedagogical Academy of Alexandriopoulis. (Paidagogiki Akadimia Alexandroupoleos), 3 Zariphis, Alexandriopoulis.

13. Pedagogical Academy of Florina (Paidagogiki Akadimia Florinas); 1 Aristotelous, Florina.

14. Pedagogical Academy of Heraklion (Paidagogiki Akadimia Heraklion); 10 Akademias, Heraklion, Crete. Established 1934.

Numerical Marks and Descriptive Terms: 9.01-10.0 (excellent); 7.01-9.00 (very good); 5.01-7.00 (good); 5.00 (fair); below 5 (fail).

Program with Diploma Awarded: Two-year program leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 102 graduates.

Affiliated Institutes, Centers: Two 6-teacher primary schools, one 3-teacher primary school, one 1-teacher primary school, and one 4-teacher special primary school.

15. Pedagogical Academy of Ioannina (Paidagogiki Akadimia Ioanninon); 8 Vas. Georgiou II, Ioannina.

16. Pedagogical Academy of Lamia (Paidagogiki Akadimia Lamias); until 1934 known as Didaskaleion; 2 Papasiopoulos St., Lamia. Established 1948. Calendar: September 5-July 31. Enrollment (1979-80): 227.

Approximate Percentage of Students Graduating by Grade Average: 10.0 = .3%; 9.0-9.9 = 23.5%; 8.0-8.9 = 40.2%; 7.0-7.9 = 29.4%; 6.0-6.9 = 6.3%; 5.0-5.9 = .3%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 103 graduates.

Affiliated Institutes, Centers: Two 6-teacher primary schools, one 3-teacher primary school, one 1-teacher primary school, one 4-teacher special primary school for retarded children.

17. Pedagogical Academy of Larissa (Paidagogiki Akadimia Larisas); 26 Ploutona, Larissa.

18. Pedagogical Academy of Mytilini (Paidagogiki Akadimia Mytilinis); Alkidiou, Mytilini.

19. Pedagogical Academy of Psychico (Paidagogiki Akadimia Psychikou); Palaeo Psychico, Athens.

20. Pedagogical Academy of Rhodes (Paidagogiki Akadimia Rodou); Plateia Basileos Georgiou B', Rhodes. Established 1947. Enrollment (1979-80): 186.

Numerical Marks and Descriptive Terms: 9.0-10.0 (excellent); 8.1-9.0 (very good); 7.0-8.0 (good); 5.1-7.0 (fair); below 5 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 33%; 8.0-8.9 = 60%; 7.0-7.9 = 7%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 114 graduates.

21. Pedagogical Academy of Thessaloniki (Paidagogiki Akadimia Thessalonikis); 29 Arch. Mousiou, Thessaloniki.

22. Pedagogical Academy of Tripolis (Paidagogiki Akadimia Tripoleos); 10 Akademias St., Tripolis, Arcadia. Established 1934. Enrollment (1979-80): 254.

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 8%; 8.0-8.9 = 24%; 7.0-7.9 = 47%; 6.0-6.9 = 17%; 5.0-5.9 = 2%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 98 graduates.

Affiliated Institutes, Centers: Four primary schools.

23. Rallean Pedagogical Academy of Piraeus (Ralleios Paidagogiki Akadimia Piraios); Tzavellos St., and 3 Alexandrou St., Piraeus. Established 1933. Enrollment: (1979-80): 121.

Numerical Marks and Descriptive Terms: 9.1-10.0 (excellent); 8.1-9.0 (very good); 6.5-8.0 (good); 5.0-6.4 (fair); below 5 (fail).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 45%; 8.0-8.9 = 35%; 7.0-7.9 = 10%; 6.0-6.9 = 10%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*. (See Document 5, Appendix H.) In 1979-80 there were 88 graduates.

24. School of Kindergarten Teachers of Athens (Scholi Nepiagogeion Athinon); 35 Thiseos, Ekali, Athens.

25. School of Kindergarten Teachers of Chanea (Scholi Nepiagogeion Chanion); 28b K. Mitsolaki, Chanea, Crete.

26. School of Kindergarten Teachers of Karditsa (Scholi Nepiagogeion Karditsas); 200 Trikalon, Karditsa.

27. School of Kindergarten Teachers of Thessaloniki (Scholi Nepiagogeion Thessalonikis); Perais, Thessaloniki. Established 1971. Enrollment (1979-80): 258.

Numerical Marks and Descriptive Terms: 9.01-10.0 (excellent); 7.01-9.00 (very good); 5.00-7.00 (good).

Approximate Percentage of Students Graduating by Grade Average: 10.0 = 0%; 9.0-9.9 = 36%; 8.0-8.9 = 52%; 7.0-7.9 = 12%.

Program with Diploma Awarded: Two-year program leading to the *ptychion*. In 1979-80 there were 128 graduates.

Affiliated Institutes, Centers: Five 2-teacher kindergarten schools, six 1-teacher kindergarten schools.

28. Technical and Vocational Teacher Training College (Scholi Ekpaedeutikon Litourgon Epangelmatikis Technikis Ekpaedeuseos, or SELETE); Amarousion, Athens; branch in Thessaloniki. Established 1959. Program: SELETE consists of three segments: (1) Pedagogical Technical School (PATES); (2) Higher Technical School of Educational Technologists (ASETEM); (3) five model technical-vocational middle schools and *lyces* which provide practical training for PATES and ASETEM students.

Appendix F

Higher Schools of Nursing and Schools of Assistant Nurses

1. Higher Schools of Nursing are located at the following hospitals (see Documents 8 and 13, Appendix H):

   Athens Military Higher School of Nursing; 401 General Military Hospital, 160 Mesogion St., Athens.

   Hellenic Red Cross Higher School of Nursing and Public Health Nursing; Athens 614.

   Higher School of Nursing and Public Health Nursing, P.I.K.P.A.; Voulas Attiki.

   Higher School of Nursing of the Children's Hospital Aghias Sophias; Thivon and M. Asias Sts., Goudi, Athens.

   Higher School of Nursing of the Children's Hospital Aglaias Kyriakou; Thivon and Livadias Sts., Goudi, Athens.

   Higher School of Nursing of the King Paul's Hospital; 17 Agiou Thoma St., Goudi, Athens.

   Higher School of Nursing of State General Hospital of Athens; Mesogion St., Cholargos, Athens.

   Higher State School of Nursing and Public Health Nursing; 3 Zacharof St., Athens.

   Olympiae Higher School of Nursing; 15-17 Chalkidos St., Patisia, Athens.

   Panmakaristos Higher School of Nursing; 43 Iakovaton St., Patisia, Athens.

   Queen Olga Higher School of Nursing of the Evangelismos Hospital; 45 Ipsilantou St., Athens 140.

   State Higher School of Nursing of Thessaloniki; Thessaloniki.

2. Schools of Assistant Nurses are located at the following hospitals, with the year of founding given in parentheses:

   Agrinion Hospital (1962)
   Alexandroupolis Hospital (1975;
   Anticancer Hospital of Athens (1973)
   Asopa Hospital in Salonica (1970)
   Casualties and Rehabilitation Hospital of Kifissia (1972)
   Chronic Diseases Hospital of Athens (1974)
   Greek Red Cross Hospital of Athens (1975)
   Heraklion Hospital (1970)
   Kalamata Hospital (1963)
   Kavala Hospital (1973)
   Kilkis Hospital (1973)
   Korans Hospital (1973)
   Larissa Hospital (1973)
   Patras Hospital (1973)
   Patriotic Foundation of social Welfare & Hygiene, Athens (1954)
   Piraeus Hospital (1972)
   Serrai Hospital (1973)
   Sophia Schliemann at the Hospital of Thoracic Diseases in Athens (1949)
   Rhodes Hospital (1974)
   Thoracic Diseases Hospital in Salonica (1970)
   Tzanion Hospital of Piraeus (1970)

Appendix G

Private Higher Schools of Cinema and Television, Drama, and Dance*

NOTE: All addresses are in Athens unless otherwise noted.

1. Private Higher Schools of Cinema and Television: Specialties

Georgios Bellos: Scene Painting, and Staging

Eugenia Chatzikos: Photography, and Staging

Stylianos Moysidis: Staging

Theodora P. Papantonopoulos: Photography, and Staging

Lycurgos Staurakos: Photography, Projectionists, Scene Painting, and Staging

2. Private Higher Schools of Drama

Georgios Bellos, Voulis St., and 21 Hyperidou

Nicolaos Binas, 35 Valtetsiou

Eugenia Chatzikos, 18 Asimaki Fotila

Drymeos Karageorgiadis, 84a Platia Agiou Georgiou, Patras

Pelos Katselis, 38 Meg. Alexandrou, Nea Smyrne

Karolos Koun, 25 Tzavella

Grigorios Masalas, 46 Zaimi

Iordanis Marinos, 12 Alkiviadou

Stylianos Moysidis, 68 Phthiotidos, Ampelokipoi

Argyro Pateraki, 5 Thermopylon and 1 Archelaou, Thessaloniki

Vasilios Ritsos, 9 Kapnokoptiriou

School of Theatre of the Athens Odeum, 17-19 Vasil. Georgiou B, Platia Rigillis

School of Theatre of the Macedonia Odeum, 105 Tsimiski, Thessaloniki

School of Theatre of the National Odeum, 46 Zaimi

Onufrios Sochos, 10 Aristotelous and Kapodistriou

Piraikos Syndesmos, 104 Karaiskou St. and Sotiros St., Piraeus

Georgios Theodosiadis, 57 Arachovis

Menelaos Theophanidis, 53 Didotou

Leonidas Trivizas, 1 Hamilton

Panayiota Veaki-Moustaki, 33 Ekfantidou Pancrati

Maria-Stella Vostantzi, 1 Therissou, Heraklion, Crete

Angelos Yiannoulis, 21 Phylis

Mary Yiannouli-Moschoads, 11 Acharnon

3. Private Higher Schools of Dance

Nasouka Chimara, 61 Patission, Athens

René Cammer De Pian, 29 Dinocratous, Athens

Despina Gregoriadou, 29 Arachouis, Athens

Sophia Katsouli, 19 M. Asias, Ampelokipoi, Athens

Rallou Manou, 2 Ilissou, Athens

Sonia Morianou Politou, 15 Charil Triloupi, Athens

Sonia Morianova, 144 Tritis Septembriou, Athens

Kyriaki Paklatzidou, 7 Lassani, Thessaloniki

Anna Petrova, 17 Kypselis, Athens

*Ministry of Culture and Sciences, Athens, 1981.

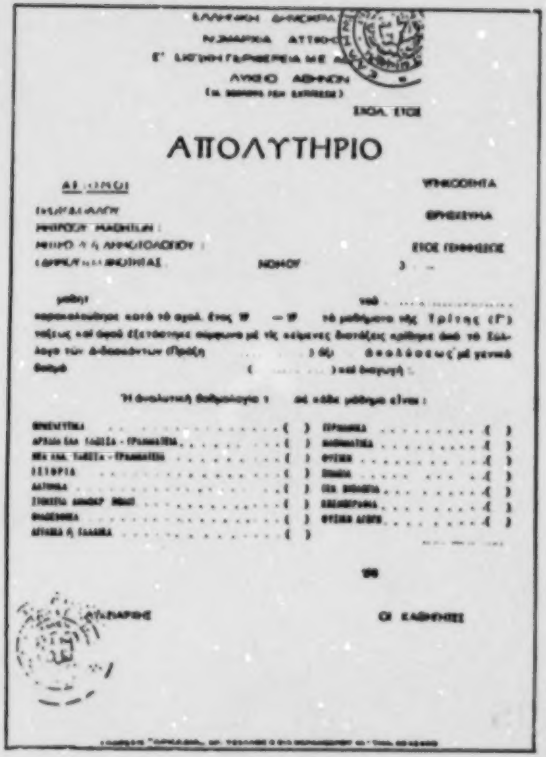
Appendix H

Sample Documents

NOTE: All of the documents in this appendix are shown in their original form and in translation. The original is shown at the top of the page with the translation below.

1. *Apolyterion*, General *Lyceum* (front and back of document, with translations) 93-94
2. *Apolyterion*, Ecclesiastical *Lyceum* (front and back of document with translations) 95-96
3. *Ptychion*, The Highest School of Economic and Commercial Sciences 97
4. *Ptychion*, Center for Higher Technical and Vocational Education (KATEE) 98
5. *Ptychion*, Pedagogical Academy 99
6. *Ptychion*, Further Training School of Primary Education Teachers . 100
7. *Ptychion*, Further Training College for Secondary Education Teachers 101
8. *Diploma*, Higher School of Nursing 102
9. Diploma of Postgraduate Studies, University of Thessaloniki, School of Theology 103
10. *Ptychion*, Military Academy 104
11. *Ptychion*, National Academy of Physical Education 105
12. *Ptychion*, Higher School of Home Economics 106
13. *Ptychion*, Higher School of Nursing (specialization) 107
14. *Ptychion*, Higher School of Electronics (private) 108
15. *Ptychion*, University of Athens, School of Medicine 109
16. *Ptychion*, Panteios Highest School of Political Sciences 110

APPENDIX H



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΝΟΜΑΡΧΙΑ ΑΤΤΙΚΗΣ

Δ' ΔΙΕΥΘΥΝΣΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ

ΛΥΚΕΙΟ ΑΘΗΝΩΝ

(Ν. 309/1976 Γενική Εκπαίδευση)

ΣΧΟΛ. ΕΤΟΣ

ΑΠΟΛΥΤΗΡΙΟ

ΑΡ. ΜΗΤΡΩΟΥ ΥΠΗΚΟΟΤΗΤΑ

ΕΘΝΙΚΟΤΗΤΑ

ΗΜΕΡΟΜ. ΓΕΝΝΗΣΕΩΣ ΤΟΠΟΣ ΓΕΝΝΗΣΕΩΣ

ΔΗΜΟΥ

γιός/κόρη του ..... καὶ τῆς .....

φοιτήσας/σασα κατὰ τὸ σχολ. ἔτος 19 — 19 τὸ μαθήμενο τῆς Τρίτης (Γ') τάξεως καὶ ἀφοῦ ἐξετάστηκε σύμφωνα μὲ τὶς κείμενες διατάξεις κρίθηκε ἄξιος/α τὸ Σύλλογο τῶν Διδασκόντων (Πράξη .....) νὰ ἀποφοιτήσει μὲ γενικὸ βαθμὸ ..... (.....) καὶ διαγωγή .....

Ἡ ἀναλυτικὴ βαθμολογία τοῦ κάθε μάθημα εἶναι :

ΘΡΗΣΚΕΥΤΙΚΑ	( )	ΓΕΩΜΕΤΡΙΑ	( )
ΑΡΧΑΙΑ ΕΛΛ. ΓΛΩΣΣΑ - ΓΡΑΜΜΑΤΑ	( )	ΑΡΙΘΜΗΤΙΚΗ	( )
ΝΕΑ ΕΛΛ. ΓΛΩΣΣΑ - ΓΡΑΜΜΑΤΑ	( )	ΦΥΣΙΚΗ	( )
ΙΣΤΟΡΙΑ	( )	ΧΗΜΕΙΑ	( )
ΛΑΤΙΝΙΚΑ	( )	ΓΕΩΛ. ΒΙΟΛΟΓΙΑ	( )
ΓΕΝΙΚΕΣ ΑΡΧΕΣ ΝΟΜΙΚ.	( )	ΓΕΩΓΡΑΦΙΑ	( )
ΦΙΛΟΣΟΦΙΑ	( )	ΦΥΣΙΚΗ ΑΓΩΓΗ	( )
ΑΓΓΛΙΚΑ Ή ΓΑΛΛΙΚΑ	( )		

Ἀθήνα ..... 19...

Ὁ ΔΙΕΥΘΥΝΤΗΣ

Οἱ ΚΑΘΗΓΗΤΕΣ

THE HELLENIC REPUBLIC

PREFECTURE OF ATTICA

FIFTH SECONDARY EDUCATION DIRECTORY OF ATHENS

ATHENS LYCEUM

(Law 309/1976 General Education)

School Year .....

APOLYTERION

Personal No.: Citizenship .....

Student Matriculation Book No.: Religious Creed .....

Registry Book No.: Year of Birth .....

(Municipality or Community: ..... Prefecture: .....)

The Student ..... of (Father's name) attended during the school year 19... - 19... the classes of Grade III and, after being examined according to the existing regulations was deemed by the Faculty of Teachers (Act .....) worthy of graduation with grade point average ..... and conduct .....

The grades obtained in each subject are

Religion		Games	
Ancient Greek Language & Lit.		Mathematics	
Modern Greek Lang. & Lit.		Physics	
History		Chemistry	
Latin		General Biology	
Civics		Cosmography	
Philosophy		Physical Education	
English or French			

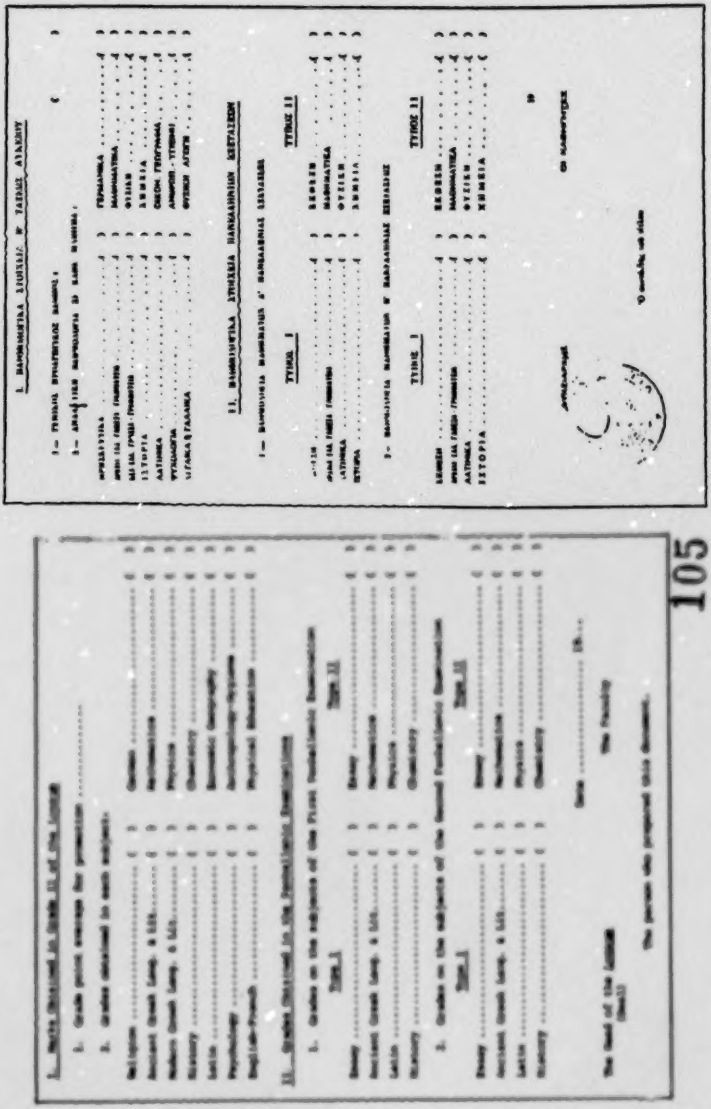
Date ..... 19...

The Head of the LYCEUM (Seal)

The Faculty

No. 1a. *Apolyterion, General Lyceum*

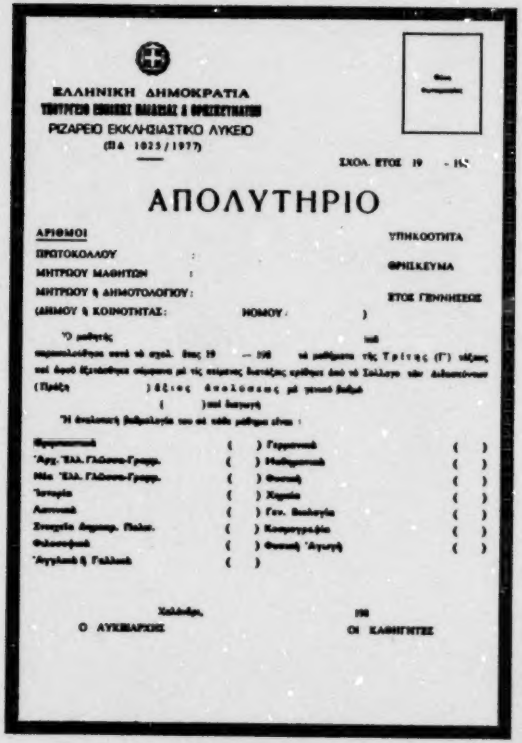
BEST COPY AVAILABLE



BEST COPY AVAILABLE

NOTE: Type I exams are those covering the Option A subjects (classical) described in the text. Type II are those covering Option B subjects (mathematics and science).

No. 1b. Reverse page of document



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ
ΡΙΖΑΡΕΙΟ ΕΚΚΛΗΣΙΑΣΤΙΚΟ ΛΥΚΕΙΟ
(ΠΔ 1025/1977)

Θέση Φωτογραφίας

ΣΧΟΛ. ΕΤΟΣ 19 - 19

ΑΠΟΛΥΤΗΡΙΟ

ΑΡΙΘΜΟΙ
ΠΡΩΤΟΚΟΛΛΟΥ :
ΜΗΤΡΟΥ ΜΑΘΗΤΩΝ :
ΜΗΤΡΟΥ ή ΔΗΜΟΤΟΛΟΓΙΟΥ :
(ΔΗΜΟΥ ή ΚΟΙΝΟΤΗΤΑΣ: ΝΟΜΟΥ:)

ΥΠΗΚΟΟΤΗΤΑ

ΘΡΗΣΚΕΥΜΑ

ΕΤΟΣ ΓΕΝΝΗΣΕΩΣ

Ο μαθητής; υιός
παρακολούθησε κατά τα σχολ. έτος 19 — 19 τα μαθήματα της Τρίτης (Γ') τάξης
και έδωσε εξετάσεις σύμφωνα με τις σχετικές διατάξεις ερεθέντες από το Συλλογο των Διδασκόντων
(Πράξη) άξιος επιτυχίας με γενικό βαθμό
( )και διαγωγή

Η επιτυχία βαθμολογία του σε κάθε μάθημα είναι :

Θρησκευτικά	( )	Γεωμετρία	( )		
Αρχ. Ελλ. Γλώσσα-Γραμμ.	( )	Μαθηματικά	( )		
Νέα Ελλ. Γλώσσα-Γραμμ.	( )	Φυσική	( )		
Ιστορία	( )	Χημεία	( )		
Λατινικά	( )	Γεν. Βιολογία	( )		
Στοιχεία Δημογρ. Πολιτ.	( )	Κοσμογραφία	( )		
Φιλοσοφικά	( )	Φυσική Αγωγή	( )		
Αγγλικά ή Γαλλικά	( )				

Χαλάνδρι, 19

Ο ΑΥΞΙΑΡΧΗΣ — ΟΙ ΚΑΘΗΓΗΤΕΣ

THE HELLENIC REPUBLIC
MINISTRY OF NATIONAL EDUCATION AND CULTS
RIZAREIOS ECCLESIASTICAL LYCEUM
(Presidential Decree 1025/1977)

Place for Picture

School Year 19 - 198

APOLYTERION

Numbers
Protocol
Matriculation of Students
Municipality Matriculation or Burgess Roll
(Municipality or Community Prefecture

Nationality
Religion
Year of Birth

The student (name of student) of (Father's name) attended during the school year 19__ to 1980_ the courses of class Three (III') and, after being examined according to the provisions of the law, was deemed by the Faculty of Teachers (Act) worthy of dismissal with grade point average ( ) and conduct

The grades obtained in each subject are the following:

Religion	( )	German	( )
Ancient Greek Language and Literature	( )	Mathematics	( )
Modern Greek Language and Literature	( )	Physics	( )
History	( )	Chemistry	( )
Latin	( )	General Biology	( )
Civics	( )	Cosmography	( )
Philosophy	( )	Physical Education	( )
English or French	( )		

Chalandri, 198

The Headmaster of the *Lyceum* — The Teachers

APPENDIX H

No. 2a. *Apolyterion, General Lyceum*

BEST COPY AVAILABLE

I. GRADES OBTAINED IN CLASS TWO OF THE *LYCEUM*

1. Grade Point Average for Promotion_____( )

2. Grades Obtained in Each Subject

Religion	( )	German	( )
Ancient Greek Language and Literature	( )	Mathematics	( )
Modern Greek Language and Literature	( )	Physics	( )
History	( )	Chemistry	( )
Latin	( )	Economic Geography	( )
Psychology	( )	Human Hygiene	( )
English or French	( )	Physical Education	( )

II. GRADES OBTAINED IN PANHELLENIC EXAMINATIONS

1. Grades Obtained in the A' (First) Panhellenic Examinations by Subject

Type I (One)

Composition_____( )

Ancient Greek Language and Literature_____( )

Latin _____( )

History_____( )

2. Grades Obtained in the B' (Second) Panhellenic Examinations by Subject

Type I (One)

Composition _____( )

Ancient Greek Language and Literature_____( )

Latin_____( )

History_____( )

Chalandri, _____ 198__

The Headmaster of the *Lyceum* The Teachers

I. ΒΑΘΜΟΛΟΓΙΑ ΣΤΟΙΧΕΙΑ Β' ΤΑΞΕΩΣ ΛΥΚΕΙΟΥ

1. ΓΕΝΙΚΟΣ ΠΡΟΑΓΩΓΙΚΟΣ ΒΑΘΜΟΣ ( )

2. ΑΝΑΛΥΤΙΚΗ ΒΑΘΜΟΛΟΓΙΑ ΣΕ ΚΑΘΕ ΜΑΘΗΜΑ

Θρησκευτικά	( )	Γερμανικά	( )
Αρχ. Ελλ. Γλώσσα-Γραμμ.	( )	Μαθηματικά	( )
Νέα Ελλ. Γλώσσα-Γραμμ.	( )	Φυσική	( )
Ιστορία	( )	Χημεία	( )
Λατινικά	( )	Οικον. Γεωγραφία	( )
Ψυχολογία	( )	Ανθρωπ.-Υγιεινή	( )
Αγγλικά ή Γαλλικά	( )	Φυσική Αγωγή	( )

II ΒΑΘΜΟΛΟΓΙΑ ΣΤΟΙΧΕΙΑ ΠΑΝΕΛΛΗΝΙΩΝ ΕΞΕΤΑΣΕΩΝ

1. ΒΑΘΜΟΛΟΓΙΑ ΜΑΘΗΜΑΤΩΝ Α' ΠΑΝΕΛΛΗΝΙΑΣ ΕΞΕΤΑΣΕΩΣ

ΤΥΠΟΣ Ι

Έκθεση	( )
Αρχ. Ελλ. Γλώσσα-Γραμματεία	( )
Λατινικά	( )
Ιστορία	( )

2. ΒΑΘΜΟΛΟΓΙΑ ΜΑΘΗΜΑΤΩΝ Β' ΠΑΝΕΛΛΗΝΙΑΣ ΕΞΕΤΑΣΕΩΣ

ΤΥΠΟΣ Ι

Έκθεση	( )
Αρχ. Ελλ. Γλώσσα-Γραμματεία	( )
Λατινικά	( )
Ιστορία	( )

Χαλάνδρι, 198

Ο ΔΙΕΥΘΥΝΤΗΣ ΟΙ ΚΑΘΗΓΗΤΕΣ

Note: Type I exams are those covering the Option A subjects (classical) described in the text. Type II are those covering Option B subjects (mathematics and science).

No. 2b. Reverse page of document

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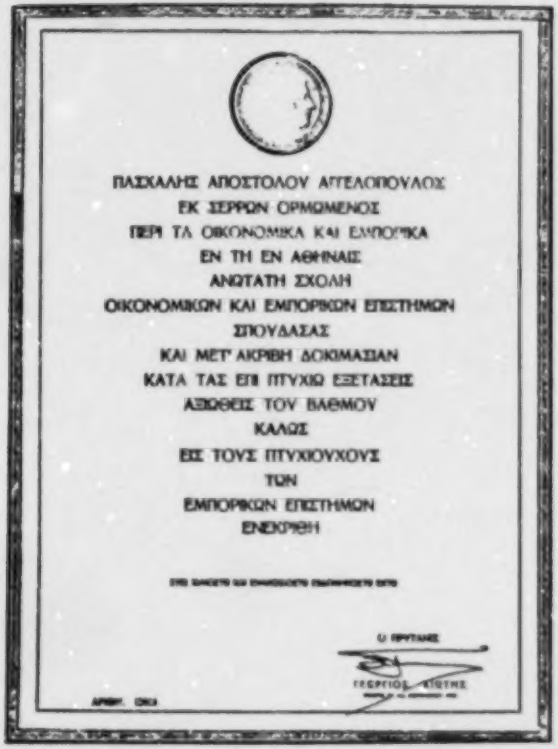
APPENDIX H



ΠΑΣΧΑΛΗΣ ΑΠΟΣΤΟΛΟΥ ΑΓΓΕΛΟΠΟΥΛΟΣ
ΕΚ ΣΕΡΡΩΝ ΟΡΜΩΜΕΝΟΣ
ΠΕΡΙ ΤΑ ΟΙΚΟΝΟΜΙΚΑ ΚΑΙ ΕΜΠΟΡΙΚΑ
ΕΝ ΤΗ ΕΝ ΑΘΗΝΑΙΣ
ΑΝΩΤΑΤΗ ΣΧΟΛΗ
ΟΙΚΟΝΟΜΙΚΩΝ ΚΑΙ ΕΜΠΟΡΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
ΣΠΟΥΔΑΣΑΣ
ΚΑΙ ΜΕΤ' ΑΚΡΙΒΗ ΔΟΚΙΜΑΣΙΑΝ
ΚΑΤΑ ΤΑΣ ΕΠΙ ΠΤΥΧΙΩ ΕΞΕΤΑΣΕΙΣ
ΑΞΙΩΘΕΙΣ ΤΟΥ ΒΑΘΜΟΥ
ΚΑΛΩΣ
ΕΙΣ ΤΟΥΣ ΠΤΥΧΙΟΥΧΟΥΣ
ΤΩΝ
ΕΜΠΟΡΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
ΕΝΕΚΡΙΘΗ

Ο ΠΡΥΤΑΝΙΣ

ΓΕΩΡΓΙΟΣ ΚΙΟΥΤΗΣ

(Name of Student)

Originating from (Name of Place) having studied Economic and Commercial Sciences at the Highest School of Economic and Commercial Sciences in Athens and having, after a precise testing during the ptychion examinations, been deemed worthy of the Grade

XXXX

was included among the ptychion holders of the commercial sciences.

Year

The President

_____

This was issued on the_____

NO._____

No. 3. *Ptychion*, The Highest School of Economic and Commercial Sciences

BEST COPY AVAILABLE

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ [illegible] ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΚΕΝΤΡΟ ΑΝΩΤΕΡΗΣ [illegible] ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ
ΕΚΠΑΙΔΕΥΣΗΣ ΘΕΣΣΑΛΟΝΙΚΗΣ
[illegible]
ΣΤΕΛΕΧΩΝ ΕΠΙΧΕΙΡΗΣΕΩΝ

ΤΜΗΜΑ ... ΑΡ. ΠΤΥΧΙΟΥ
ΚΑΤΕΥΘΥΝΣΗ ... ΑΡ. ΜΗΤΡΩΟΥ ΣΠΟΥΔΩΝ ...

ΠΤΥΧΙΟ

... από ... παρακολούθησε με ... επιτυχία τα μαθήματα του Σχολείου αυτού και εκπλήρωσε τις υπόχρεες εξετάσεις το έτος ... τρίβαθμο εξ ... τυγχάνει Ανώτερου Σχολείου ... τρίμηνο ... απολύσεως ... με γενικό δείκτη επιδόσεως ...

Θεσσαλονίκη ...

Ο ΓΕΝΙΚΟΣ ΔΙΕΥΘΥΝΤΗΣ ... Ο ΔΙΕΥΘΥΝΤΗΣ ΤΗΣ ΣΧΟΛΗΣ

HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION AND RELIGION

CENTER FOR HIGHER TECHNICAL AND VOCATIONAL EDUCATION

OF THESSALONIKI

HIGHER SCHOOL OF BUSINESS ADMINISTRATION

Department _____ Ptychion No._____

Specialization_____ School Matriculation No. _____

PTYCHION

Name of Student _____Name of Father_____

From_____attended for _____study years the courses of this school and completed the examinations prescribed by law the year was deemed worthy of the Ptychion of the Higher School

_____

of the Department _____of the field of specialization _____

_____with grade point average of performance _____

Thessaloniki

The General Director _____ The Director of the School _____

No. 4. ***Ptychion,*** **Center for Higher Technical and Vocational Education (KATEE)**

BEST COPY AVAILABLE

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟΝ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΑΡΣΑΚΕΙΟΣ
ΠΑΙΔΑΓΩΓΙΚΗ ΑΚΑΔΗΜΙΑ
ΠΑΤΡΩΝ

ΠΤΥΧΙΟΝ

Τὸ

ΕΛΛΗΝΙΚΟΝ ΤΟ ΓΕΝΟΣ, ΤΟ ΘΡΗΣΚΕΥΜΑ

ΟΡΜΗΘΕΝΤΑ ΕΝ ΤΗ ΠΑΙΔΑΓΩΓΙΚΗ ΑΚΑΔΗΜΙΑ, ΤΑΥΤΗ,
ΣΠΟΥΔΑΣΑΣΑ
ΚΑΙ ΜΕΤ' ΑΞΙΗΝ ΔΟΚΙΜΑΣΙΑΝ ΑΞΙΟΘΕΑ ΤΟΥ ΒΑΘΜΟΥ

ΕΙΣ ΤΟΥΣ
ΠΤΥΧΙΟΥΧΟΥΣ ΤΩΝ ΠΑΙΔΑΓΩΓΙΚΩΝ ΑΚΑΔΗΜΙΩΝ
ΕΝΕΓΡΑΦΗ ΕΤΕΙ ΣΤΔ΄ΟΝΗΚΟΣΤΩ,
ΚΑΙ ΕΝΑΚΟΣΙΟΣΤΩ, ΚΑΙ ΕΙΚΟΣΤΩ,
ΜΗΝΙ

Η ΔΙΕΥΘΥΝΤΡΙΑ Ο ΥΠΟΔΙΕΥΘΥΝΤΗΣ

Ὑπὸ { Νέος / Νεᾶς

THE HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION AND RELIGION

THE ARSAKEION PEDAGOGICAL ACADEMY OF PATRAS

PTYCHION

(Name of Student) of Greek nationality, of _____ Religion coming from _____ having studied at this pedagogical academy and, after a precise testing, having been deemed worthy of the grade _____ was included among the ptychion holders of the pedagogical academies.

In the Year _____

(in the Greek)

THE DIRECTOR THE SUB-DIRECTOR

Material. No. _____

Ptychion No. _____

APPENDIX H

No. 5. Ptychion, Pedagogical Academy

BEST COPY AVAILABLE

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

[illegible]

[illegible]

[illegible]

'Αναθεωρητικό Όπος Θ.... – Θ...

Π Τ Υ Χ Ι Ο

[illegible] τού ....

[illegible] φοίτησε κατά τό Διδακτικό έτος Θ.... – Θ.... στή Σχολή Επιμορφώσεως Λειτουργών Δημοτικής Έκπαιδεύσεως (ΣΕΛΛΕΔ) 'Αθηνών, στην όποία παρακολούθησε τά μαθήματα τού προγράμματος τής ετήσιας επιμορφώσεως, πού προβλέπονται από τό Π. Δ/μα 255/79 (Φ.Ε.Κ. 71/Τ τ. Α') άρθρα 5 έως 11 και, άφοτου από τις νόμιμες εξετάσεις, άπεφοίτησε από την Σχολή μέ χαρακτηρισμό επιδόσεως

[illegible]

Ο Διευθυντής Σπουδών

[illegible]

THE HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION AND RELIGION

CENTER FOR EDUCATIONAL RESEARCH

AND TEACHER IN-SERVICE TRAINING (K.E.E.D.E.)

FURTHER TRAINING SCHOOL OF

PRIMARY EDUCATION TEACHERS (S.E.L.E.D.E.)

OF ATHENS

Acad. Year 19....- 19....

PTYCHION

(Name of student). . . . . (name of father) . . . . . attended the Further Training School of Teachers of Primary Education (S.E.L.E.D.E.) of Athens during the Academic Year 19.... - 19...., in which he pursued the courses of the program of the annual further training, which are prescribed by the Presidential Decree 255/79 (Government Regulations Gazette 71/79 part A) articles 5 - 11, and after undergoing the examinations prescribed by the law, he graduated from the school with performance rating. . . . . .

The Director of Studies

. . . . . .

No. 6. *Ptychion*, Further Training School of Primary Education Teachers

BEST COPY AVAILABLE

ΔΙΔΑΣΚΑΛΕΙΟΝ ΜΕΣΗΣ ΕΚΠΑΙΔΕΥΣΕΩΣ

ΠΤΥΧΙΟΝ ΜΕΤΕΚΠΑΙΔΕΥΣΕΩΣ
ΜΕΙΖΟΝΟΣ ΔΙΑΡΚΕΙΑΣ

HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION AND RELIGION

FURTHER TRAINING COLLEGE FOR SECONDARY EDUCATION

TEACHERS

PTYCHION OF GREATER DURATION FURTHER EDUCATION

Matriculation No. . . . . Academic Year 19. .19. . .

Ptychion No. . . . .

(name of student) . . . . . .

Ptychion-holder graduate from (name of school) . . . . . .

of the University of . . . . . secondary

school teacher in active service with the rank . . . . .

having attended all the courses of the greater (two-year) duration Further

Education at this College and having completed throughout both at the RANDAZZION

Normal School and at other schools the practical training exercises prescribed

by law during the academic years 19 . - . 19.. - 19.. and 19.. - 19.. and having

successfully undergone the prescribed by law examination was deemed worthy of the

ptychion with the grade . . . . . .

Athens, on the . . . . . 19...

The Director The Vice-Director

. . . .

No. 7. Ptychion, Further Training College for Secondary Education Teachers

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No. 8. *Diploma*, Higher School of Nursing

SCHOOL OF NURSING

OF THE EVANGELISMOS INFIRMARY IN ATHENS

FOUNDED IN THE YEAR 1884

REORGANIZED IN THE YEAR 1941

IN ACCORDANCE WITH THE INTERNATIONAL PROGRAM

(Name of Student)

from _____having undergone practical training in the treatment of patients at THE EVANGELISMOS Athens Infirmary and, after a thorough testing, having been deemed worthy of the grade_____, was included among the diploma-holder nurses of this School.

This diploma is issued on the (date) of the year.

THE PRESIDENT
Of the Administrative Council

THE BOARD OF TRUSTEES

_____

_____

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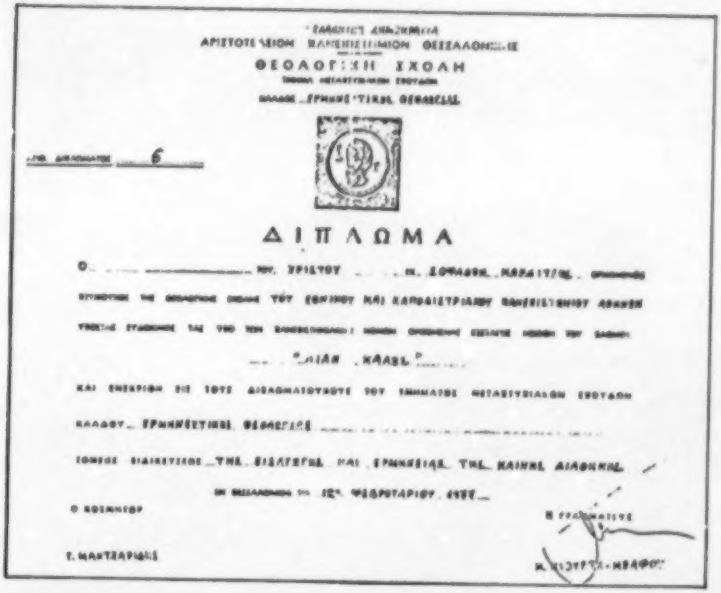

Δ Ι Π Λ Ω Μ Α

Τ. ΜΑΝΤΖΑΡΙΔΗΣ

HELLENIC REPUBLIC

ARISTOTLE UNIVERSITY OF THESSALONIKI

SCHOOL OF THEOLOGY
DIVISION OF GRADUATE STUDIES
FIELD OF SPECIALIZATION .....

Diploma No.....

DIPLOMA

(Name of Student)..... from ..... holder of ptychion from the Theological School .....(Name of Institution)..... having undergone successfully the examination prescribed by the University regulations was deemed worthy of the Grade .....

and was included among the Postgraduate Studies Diploma holders in the field of..... in the particular area of specialization .....

Thessaloniki .....(Date).....

The Dean

The Secretary

No. 9. Diploma of Postgraduate Studies, University of Thessaloniki, School of Theology

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ΣΤΡΑΤΙΩΤΙΚΗ ΣΧΟΛΗ ΕΥΕΛΠΙΔΩΝ

ΠΤΥΧΙΟΝ

MILITARY SCHOOL OF MEN OF GOOD HOPE

PTYCHION

of ..... (name of the *ptychion*-holder) ..... who entered the Military School on the ..... (date) ..... and having attended all the courses taught at this School graduates, having been nominated SECOND LIEUTENANT.

By virtue of the ... (date the Presidential Decree was issued) ... Presidential Decree which was announced by the ... (number of decision) ... circular of the National Defense Ministry.

The Head of the Army

Athens on the .....

The Director

No. 10. *Ptychion*, Military Academy

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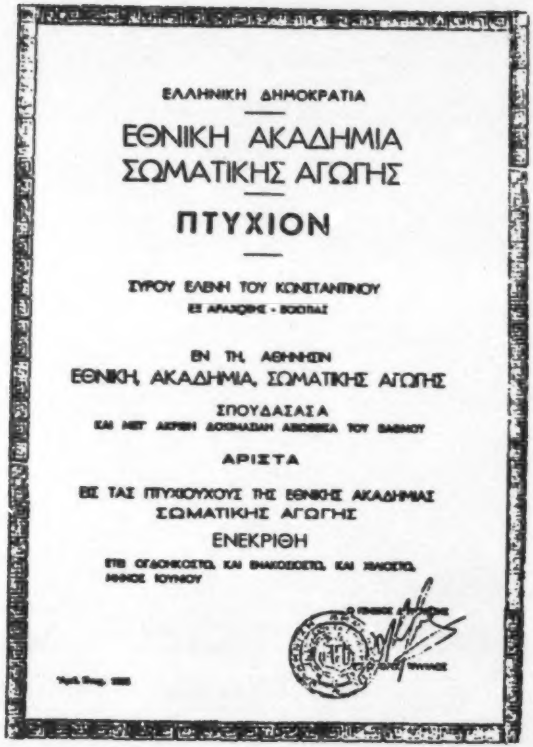

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΕΘΝΙΚΗ ΑΚΑΔΗΜΙΑ
ΣΩΜΑΤΙΚΗΣ ΑΓΩΓΗΣ

ΠΤΥΧΙΟΝ

ΣΥΡΟΥ ΕΛΕΝΗ ΤΟΥ ΚΩΝΣΤΑΝΤΙΝΟΥ
ΕΞ ΑΡΑΞΟΥΣ - ΒΟΙΩΤΙΑΣ

ΕΝ ΤΗ ΑΘΗΝΩΝ
ΕΘΝΙΚΗ ΑΚΑΔΗΜΙΑ ΣΩΜΑΤΙΚΗΣ ΑΓΩΓΗΣ

ΣΠΟΥΔΑΣΑΣΑ
ΚΑΙ ΜΕΤ' ΑΚΡΙΒΗ ΔΟΚΙΜΑΣΙΑΝ ΑΠΟΔΕΙΞΑ ΤΟΥ ΒΑΘΜΟΥ

ΑΡΙΣΤΑ

ΕΙΣ ΤΑΣ ΠΤΥΧΙΟΥΧΟΥΣ ΤΗΣ ΕΘΝΙΚΗΣ ΑΚΑΔΗΜΙΑΣ
ΣΩΜΑΤΙΚΗΣ ΑΓΩΓΗΣ
ΕΝΕΚΡΙΘΗ

ΕΠΙ ΟΓΔΟΗΚΟΝΤΑ, ΚΑΙ ΕΝΑΚΟΣΙΟΙΣΤΟΙ, ΚΑΙ ΧΙΛΙΟΣΤΟΙ,
ΑΠΟ ΤΟΥ ΙΟΥΝΙΟΥ

HELLENIC REPUBLIC

NATIONAL ACADEMY OF
PHYSICAL EDUCATION

PTYCHION

(NAME OF STUDENT)

FROM .....

HAVING STUDIED AT THE NATIONAL ACADEMY OF PHYSICAL EDUCATION, IN ATHENS AND HAVING, AFTER A THOROUGH EXAMINATION, BEEN DEEMED WORTHY OF THE GRADE

(descriptive grade)

WAS INCLUDED AMONG THE PTYCHION-HOLDERS OF THE NATIONAL ACADEMY OF PHYSICAL EDUCATION

In the year .....

THE GENERAL DIRECTOR

Ptychion No. .....

No. 11. *Ptychion*, National Academy of Physical Education

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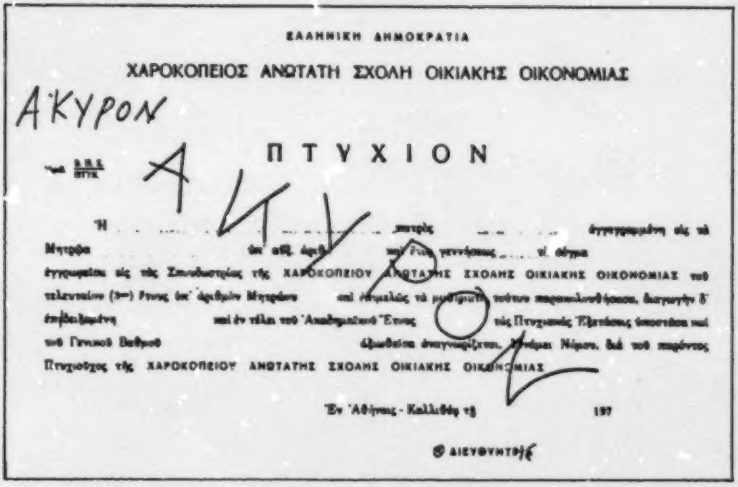

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΧΑΡΟΚΟΠΕΙΟΣ ΑΝΩΤΑΤΗ ΣΧΟΛΗ ΟΙΚΙΑΚΗΣ ΟΙΚΟΝΟΜΙΑΣ

ΠΤΥΧΙΟΝ

Η ... μητρὸς ... ἐγγεγραμμένη εἰς τὰ Μητρῶα ... ἐν ἀρ. ... καὶ γεννήσεως ... ν. ὅπως ἐγγραφεῖσα εἰς τὴν Σπουδαστρίαν τῆς ΧΑΡΟΚΟΠΕΙΟΥ ΑΝΩΤΑΤΗΣ ΣΧΟΛΗΣ ΟΙΚΙΑΚΗΣ ΟΙΚΟΝΟΜΙΑΣ τὸ τελευταῖον (3ον) ἔτος ἐν ἀριθμῷ Μητρώου ... καὶ ἐπιτυχὲς τὰ προβλεπόμενα τούτου πτυχιακὰ ἐξετασθὲν, διατελοῦν ἐπιβεβαιωμένη ... καὶ ἐν τέλει τοῦ Ἀκαδημαϊκοῦ Ἔτους ... τῆς Πτυχιακῆς Ἐξετάσεως ἐπιτυχοῦσα καὶ τὸ Γενικὸ Βαθμοῦ ... ἐξωθεῖσα ἀναγορεύεται, κρίσει Νόμου, διὰ τοῦ παρόντος Πτυχιοῦχος τῆς ΧΑΡΟΚΟΠΕΙΟΥ ΑΝΩΤΑΤΗΣ ΣΧΟΛΗΣ ΟΙΚΙΑΚΗΣ ΟΙΚΟΝΟΜΙΑΣ

Ἐν Ἀθήναις - Καλλιθέᾳ τῇ ... 197

Ο ΔΙΕΥΘΥΝΤΗΣ

(SEAL)

THE HELLENIC REPUBLIC

THE CHAROKOPION HIGHER SCHOOL OF HOME ECONOMICS

PTYCHION

(Name of student) of a (father's profession) father, registered in the Matriculation and having been born in the year; and of the ... denomination having registered among the students of the Charokopion Higher School registered in ... and having studiously attended the courses of it, and having displayed (descriptive term for the student's conduct) conduct and at the end of the Academic Year ... having undergone the Ptychion Examinations and having been deemed worthy of the Grade Point Average ... is recognized through this document, by virtue of the (existing) Law, Ptychion-holder of the Charokopion Higher School of Home Economics.

Callithea, Athens on the ... 197

The Director

(SEAL)

NOTE: Despite the use of the term *anotati* ("highest"), Schools of Home Economics are classified as *anotera* ("higher") level in the Greek educational system.

No. 12. *Ptychion*, Higher School of Home Economics

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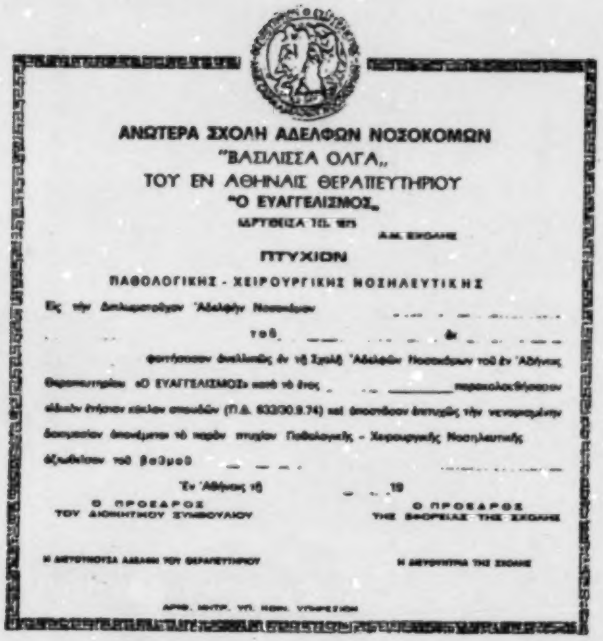


ΑΝΩΤΕΡΑ ΣΧΟΛΗ ΑΔΕΛΦΩΝ ΝΟΣΟΚΟΜΩΝ
"ΒΑΣΙΛΙΣΣΑ ΟΛΓΑ"
ΤΟΥ ΕΝ ΑΘΗΝΑΙΣ ΘΕΡΑΠΕΥΤΗΡΙΟΥ
"Ο ΕΥΑΓΓΕΛΙΣΜΟΣ"
ΙΔΡΥΘΕΙΣΑ ΤΟ. ΕΤΟΣ
Α.Μ. ΣΧΟΛΗΣ

ΠΤΥΧΙΟΝ

ΠΑΘΟΛΟΓΙΚΗΣ - ΧΕΙΡΟΥΡΓΙΚΗΣ ΝΟΣΗΛΕΥΤΙΚΗΣ

Εἰς τὴν Δπλωματοῦχον Ἀδελφὴν Νοσοκόμον

τοῦ δε

φοιτήσασαν ἐπιτυχῶς ἐν τῇ Σχολῇ Ἀδελφῶν Νοσοκόμων τοῦ ἐν Ἀθήναις Θεραπευτηρίου «Ο ΕΥΑΓΓΕΛΙΣΜΟΣ» κατὰ τὸ ἔτος παρακολουθήσασαν ἐπιτυχῶς τὸν ἐπὶσης κύκλον σπουδῶν (Π.Δ. 632/30.9.74) καὶ ἀποσπάσαν ἐπιτυχῆ τὴν ὑποβληθεῖσαν δοκιμασίαν ἀπονέμεται τὸ παρὸν πτυχίον Παθολογικῆς - Χειρουργικῆς Νοσηλευτικῆς

ἐξασκήσεων τοῦ βαθμοῦ

Ἐν Ἀθήναις τῇ 19

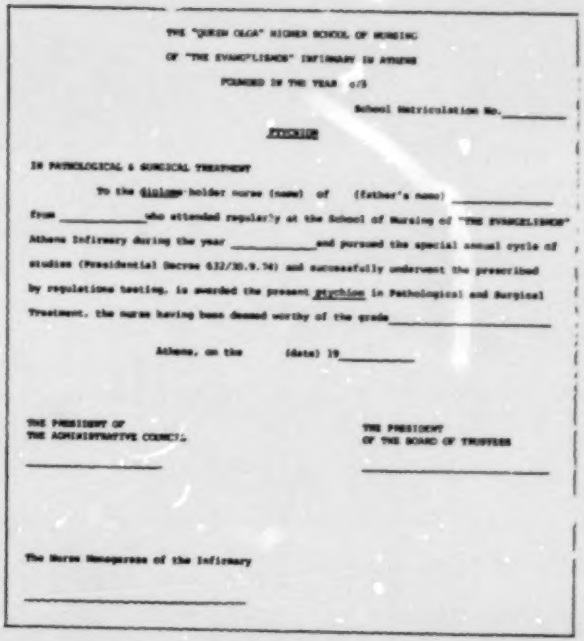
Ο ΠΡΟΕΔΡΟΣ
ΤΟΥ ΔΙΟΙΚΗΤΙΚΟΥ ΣΥΜΒΟΥΛΙΟΥ

Ο ΠΡΟΕΔΡΟΣ
ΤΗΣ ΕΦΟΡΕΙΑΣ ΤΗΣ ΣΧΟΛΗΣ

Η ΔΙΕΥΘΥΝΤΡΙΑ ΛΑΪΚΗΣ ΤΟΥ ΘΕΡΑΠΕΥΤΗΡΙΟΥ

Η ΔΙΕΥΘΥΝΤΡΙΑ ΤΗΣ ΣΧΟΛΗΣ

ΑΡΙΘ. ΜΗΤΡ. ΥΠΟ. ΚΟΙΝ. ΥΠΟΨΗΦΙΩΝ



THE "QUEEN OLGA" HIGHER SCHOOL OF NURSING
OF "THE EVANGELISMOS" INFIRMARY IN ATHENS
FOUNDED IN THE YEAR o/3
School Matriculation No.

DIPLOMA

IN PATHOLOGICAL & SURGICAL TREATMENT

To the diploma holder nurse (name) of (father's name)
from who attended regularly at the School of Nursing of "THE EVANGELISMOS" Athens Infirmary during the year and pursued the special annual cycle of studies (Presidential Decree 632/30.9.74) and successfully underwent the prescribed by regulations testing, is awarded the present psychion in Pathological and Surgical Treatment, the nurse having been deemed worthy of the grade

Athens, on the (date) 19

THE PRESIDENT OF
THE ADMINISTRATIVE COUNCIL

THE PRESIDENT
OF THE BOARD OF TRUSTEES

The Nurse Manageress of the Infirmary

No. 13. *Ptychion*, Higher School of Nursing (Specialization)

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ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΥΠΟΥΡΓΕΙΟΝ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ

Π Τ Υ Χ Ι Ο Ν

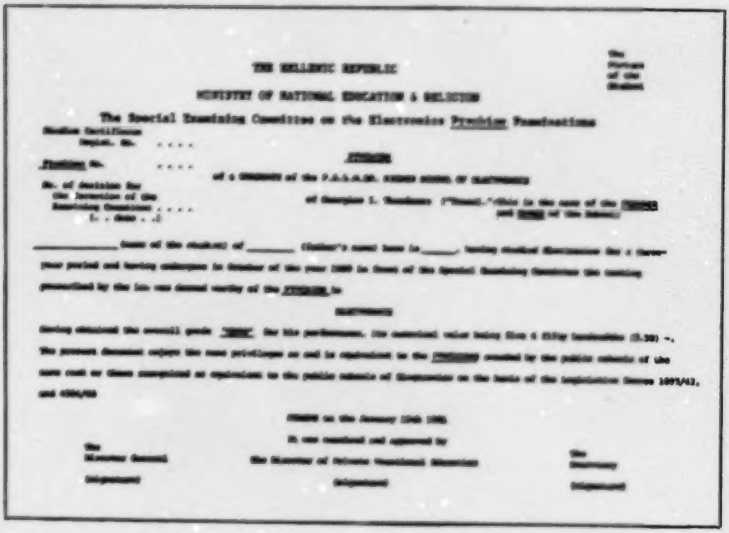
ΑΝΩΤΕΡΑΣ ΣΧΟΛΗΣ ΗΛΕΚΤΡΟΝΙΚΗΣ

"Π. Α. Α. Μ. ΕΡ."

ΓΕΩΡΓΙΟΥ Ι. ΘΕΟΔΩΡΟΥ

Ο ΑΡΑΒΙΔΗΣ ΗΡΑΚΛΗΣ

ΗΛΕΚΤΡΟΝΙΚΟΥ



THE HELLENIC REPUBLIC

MINISTRY OF NATIONAL EDUCATION & RELIGION

The Special Examining Committee on the Electronics Provision Foundations

PTYCHION

of a Graduate of the P.A.A.A.M. HIGHER SCHOOL OF ELECTRONICS

of Georgios I. Theodoros ("Theod."-this is the name of the FATHER and NAME of the Owner)

_____ Name of the student of _____ (Father's name) born in _____, having studied Electronics for a three-year period and having undergone in October of the year 1980 in front of the Special Examining Committee the testing prescribed by the law was deemed worthy of the PTYCHION in

ELECTRONICS

having obtained the overall grade "GOOD" for his performance, the numerical value being five & fifty hundredths (5.50) -. The present document enjoys the same privileges as and is equivalent to the PTYCHION awarded by the public schools of the same rank or those recognized as equivalent to the public schools of Economics on the basis of the legislative decree 1895/42, and 4364/58

PIRAEUS on the January 22nd 1981

It was received and approved by

The Minister Assistant — The Minister of Private Vocational Education — The Secretary

Signature — Signature — Signature

No. 14. *Ptychion*, Higher School of Electronics (Private)

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APPENDIX H

ΑΡΙΘ. ΠΡΩΤ.

ΕΘΝΙΚΟΝ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟΝ
ΠΑΝΕΠΙΣΤΗΜΙΟΝ ΑΘΗΝΩΝ
ΕΤΟΣ

ΠΕΡΙ ΤΗΝ ΙΑΤΡΙΚΗΝ

ΕΝ ΤΩ ΑΘΗΝΗΣΙ ΠΑΝΕΠΙΣΤΗΜΙΩ
ΣΠΟΥΔΑΣΑΣ
ΚΑΙ ΜΕΤ' ΑΚΡΙΒΗ ΔΟΚΙΜΑΣΙΑΝ ΑΞΙΩΘΕΙΣ ΤΟΥ ΒΑΘΜΟΥ

ΕΙΣ ΤΟΥΣ ΠΤΥΧΙΟΥΧΟΥΣ ΤΗΣ ΙΑΤΡΙΚΗΣ ΕΝΕΚΡΙΘΗ

ΕΤΕΙ ΚΑΙ ΕΒΔΟΜΗΚΟΣΤΩ ΚΑΙ ΕΝΑΚΟΣΙΟΣΤΩ ΚΑΙ ΧΙΛΙΟΣΤΩ
ΜΗΝΟΣ

ΕΓΙΝΕΤΟ ΤΟΔΕ ΜΗΝΟΣ ΕΤΗ

Ο ΠΡΥΤΑΝΙΣ Ο ΚΟΣΜΗΤΩΡ

Ακριβές αντίγραφον εκ του εν τω Αρχείω πρωτοτύπου.

Ο ΓΡΑΜΜΑΤΕΥΣ ΤΗΣ ΣΧΟΛΗΣ

Εν Αθήναις τη .....
Ο ΓΡΑΜΜΑΤΕΥΣ ΤΗΣ ΣΧΟΛΗΣ

THE NATIONAL AND CAPODISTRIAN UNIVERSITY OF ATHENS

YEAR

(Name of student and place of his origin) having studied medicine at the Athens University and, after a thorough testing, having been deemed worthy of the Grade_____, was included among the Medical Science Ptychion Holders

in the year_____

on the (date)_____

This was issued (date) in the year_____

THE PRESIDENT THE DEAN

Exact copy from the original kept in the Archives

The Secretary of the School

_____

Athens on the _____

The Secretary of the School.

No. 15. *Ptychion*, University of Athens, School of Medicine

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BEST COPY AVAILABLE

PANTEION HIGHEST SCHOOL OF POLITICAL SCIENCES

DEPARTMENT OF POLITICAL SCIENCE

Name_____

From_____

studied political sciences in the PANTEION GRADUATE SCHOOL OF POLITICAL SCIENCES of Athens and having undergone the prescribed examination was declared Ptychion holder of the School with the Grade

GOOD

date_____

This Ptychion was issued on the _____

The President

Matricul No._____

The General Secretary

_____

ΠΑΝΤΕΙΟΣ ΑΝΩΤΑΤΗ ΣΧΟΛΗ
ΠΟΛΙΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
ΤΜΗΜΑ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ

Ὁ Κοντὸς Ἀθανάσιος
τοῦ Ἠλία
ἀπὸ τὴν Ἀθῆνα

ΣΠΟΥΔΑΣΕ ΠΟΛΙΤΙΚΕΣ ΕΠΙΣΤΗΜΕΣ ΣΤΗΝ ΠΑΝΤΕΙΟ
ΑΝΩΤΑΤΗ ΣΧΟΛΗ ΠΟΛΙΤΙΚΩΝ ΕΠΙΣΤΗΜΩΝ ΤΗΣ ΑΘΗΝΑΣ
ΚΑΙ ΥΠΕΒΗ ΑΠΟ ΤΗ ΠΟΙΜΗΝΗ ΔΟΚΙΜΑΣΙΑ
ΑΝΑΚΗΡΥΧΘΗΚΕ ΠΤΥΧΙΟΥΧΟΣ ΤΗΣ ΣΧΟΛΗΣ ΜΕ ΤΟ ΒΑΘΜΟ

Κ α λ ῶ ς

ΕΝΕΚΑ ΕΤΟΥΣ ΑΠΟ ΤΗΝ ΟΡΚΩΜΟΣΙΑ

ΤΟ ΔΙΠΛΟ ΑΥΤΟ ΕΔΟΘΗΚΕ
ΜΕ ΤΗ ΣΥΜΦΩΝΗ ΓΝΩΜΗ ΤΗΣ ΕΠΙΤΡΟΠΗΣ

Ο ΔΙΕΥΘΥΝΤΗΣ

121

Ο ΓΕΝΙΚΟΣ ΓΡΑΜΜΑΤΕΥΣ

No. 16. *Ptychion*, Panteios Highest School of Political Sciences

Appendix I

Author's Survey Forms

Four surveys were conducted in the preparation of this volume:

1. A survey of Greek university-level institutions, teacher training institutions, Centers of Higher Technical and Vocational Education, and ecclesiastical schools.
2. A survey of Schools within university-level institutions in Greece.
3. A survey of U.S. Fulbright grantees in Greece in 1978-79, 1979-80, and 1980-81.
4. A survey of foreign student admissions directors in U.S. institutions reporting enrollment of 15 or more Greek students.

This appendix contains copies of the survey forms and, in Surveys 3 and 4, some summary data. Surveys 1 and 2 were written in Greek, but the forms displayed here are in English translation. Because of space limitations, the forms have been retyped for this volume, and the author's name and address omitted.

A Study of the Greek Educational System
for the American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Survey of Universities and Higher Institutions

Background Information

1. Name of institution:
   a. In Greek _____
   b. In Romanized form _____
2. Former name(s) of institution (and year name was discontinued):
   a. _____
   b. _____
3. Address: _____
4. Year institution was founded: _____
5. Is the institution at the "higher" or "highest" level? _____
6. Number of volumes in library: _____
7. Calendar (opening and closing dates): _____
8. Affiliated institutes, centers: _____

Students

9. 1979-80 enrollment: _____
10. Number of first-year applicants for 1979-80: _____
11. Number of first-year students enrolled for 1979-80: _____

Grading System

12. Lowest mark: ___ ___ Highest mark: ___ ___ Minimum passing grade: _____
13. If grading is on the 0 to 10 scale, approximately what percent graduate with an average of:

10 _____	8.0 - 8.9 _____	6.0 - 6.9 _____
9.0 - 9.9 _____	7.0 - 7.9 _____	5.0 - 5.9 _____

14. If grading is on the 0 to 20 scale, approximately what percent graduate with an average of:

20 _____	16.0 - 17.9 _____	12.0 - 13.9 _____
18.0 - 19.9 _____	14.0 - 15.9 _____	10.0 - 11.9 _____

15. Please indicate the letter grade (A,B,C,D,E) and the descriptive term (excellent, very good, etc.) that correspond to each numerical grade:

Number of Institutions Surveyed and Percentage Responding

Types of Institutions Surveyed	Number Surveyed	Number Responding	Percentage Responding
University Level	13	5	38
Teacher Training	28	14	50
EATEK	10	5	50
Ecclesiastical Schools	11	3	27

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A Study of the Greek Educational System
for the
American Association of Collegiate Registrars and Admissions Officers (AACRAO)

Survey of Schools

Background Information

1. Name of University: _____
2. Name of School: _____
3. Address of School: _____
4. Year School was Founded: _____
5. Calendar (opening and closing dates): _____

Students

6. 1979-80 enrollment: _____
7. Number of first-year applicants for 1979-80: _____
8. Number of first-year students enrolled for 1979-80: _____

Programs of Study

9.	Name of Departments (e.g., mathematics, economics, pharmacy)	Length of Program	Degree or Diploma	1979-80 Enrollment	Number of Graduates 1979-80	Requirements for Admission
a.						
b.						
c.						

Graduate Programs

10. Do you offer graduate study in your School? Yes_____ No_____

11. If yes, please list below the departments that offer graduate study, and the remaining information requested:

	Name of Departments	Degrees Offered	Length of Program	Requirements for Admission	Methods Used (e.g., regular courses, tutoring, seminars, etc)
a.					
b.					
c.					

12. If you do not presently offer graduate study, do you plan to do so in the next three to five years? Yes_____ No_____

13. If yes, in what departments? _____

Number of Institutions Surveyed and Percentages Responding

Number of Institutions Surveyed	Number of Institutions Responding	Percentage of Institutions Responding
37	22	60

September 1980

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3. Survey of 1980-81 American Fulbright Grantees (Lecturers) in Greece for the World Education Series Volume on Greece

* 1. One of the important responsibilities of a foreign student admissions officer is to recommend the placement of foreign students in U.S. colleges and universities. Please indicate your impression of the appropriate level of placement in the U.S. for the Greek students described in the left-hand column below, and add any comments which would explain your reasons:

	Placement in the U.S.
a. Graduated from a Greek secondary school (lyceum). Comments:	(1) (10) College freshmen (2) ____ College sophomore (3) ____ Other (please specify) ____
b. Graduated from a Greek university with a first degree (ptychion). Comments:	(1) (2) Undergraduate (class level ____) (2) (8) Beginning graduate, for work toward a master's degree (3) ____ Advanced graduate, for work toward a doctorate (4) ____ Other (please specify) ____
c. Graduated from a Greek university with a "diploma of graduate studies." Comments:	(1) ____ Undergraduate (class level ____) (2) (7) Beginning graduate, for work toward a master's degree (3) ____ Advanced graduate, for work toward a doctorate (4) ____ Other (please specify) ____
d. Received a doctorate (didaktorikon) from a Greek university. Comments:	(1) ____ Undergraduate (class level ____) (2) (1) Beginning graduate, for work toward a master's degree (3) (4) Advanced graduate, for work toward a doctorate (4) (1) Post-doctorate (5) ____ Other (please specify) ____

* 2. In your opinion, how does the academic ability of Greek university students compare to students at the same level in the United States?
   a. (2) Better
   b. (5) About the same
   c. (7) Not as good
   Comments:

3. Please describe the system of final examinations for the ptychion in your field of study: length, type (oral, written, practical), supervision, method of grading.

* 4. In your opinion, what marks in your Greek university would correspond to the following letter grades in U.S. colleges and universities?

   A 10(1); 9-10(7)
   B [illegible]-8(2); 6-8(2)
   C [illegible] 0(1); 5(1); 7(1)
   D 5-6(1); 5(1); 6.5-6.9(1); 6(1)
   Failing [illegible] below 5(1); below 6.3(1); 0-3(1)

5. What is your opinion of the requirements for entry to universities in Greece?

6. Please add any comments or observations about Greek students or the Greek educational system which you believe foreign student admissions officers in the U.S. should know.

Number of Grantees Surveyed and Percentages Responding

Number of Grantees Surveyed	Number of Grantees Responding	Percentage of Grantees Responding
19	11	58

*NOTE: For items 1, 2, and 4, the number of responses is indicated in parentheses.

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A Survey of Directors of Foreign Student Admissions in Selected U.S. Colleges and Universities

1. How would you characterize the academic admissions policy of your institution with regard to foreign students?

a._____Open b._____Selective c._____Highly Selective

2. Please indicate the minimum grade average and other requirements you have established for the admission of Greek students at the freshman, transfer, and graduate levels (add any comments you may wish to make concerning reasons for your policy):

a. Freshman Admission — Comments:
(1) Grade average_____
(2) Other requirements:

b. Transfer Admission — Comments:
(1) Grade average_____
(2) Other requirements:

c. Graduate Admission — Comments:
(1) Grade average_____
(2) Other requirements:

3. Please describe your policy for admission of applicants from the following private college-level institutions in Greece--and the reason(s) for your policy:

a. Deree College (now a division of The American College of Greece)

b. Anatolia College (Thessaloniki, Greece)

4. Do you give advanced placement and/or credit to graduates of Greek secondary schools entering your institution as freshmen? (If so, please describe) If not, please indicate the reason(s) for your policy.) Yes (32) No (5)

5. Do you consider the Greek apolytirion (certificate of graduation from a Greek university) as equivalent to the U.S. Master's degree? (Please describe the reason(s) for your policy.) Yes (20) No (11)

6. Please describe your policy toward acceptance of courses from a Center for Higher Technical Education (KATEE) for credit--and the reason(s) for your policy.

7. Please list below any questions you may have about the Greek educational system which you would like to see answered in the VEO volume.

*Following is a summary of the responses to selected items, with the number of institutions responding (in case of 37) shown in parentheses to the left column:

Survey Items:		Ranges (and Means) of Minimum Grades Required for Admission, in Terms of Greek Marking System
2a. Freshman admission	(9)	
highly selective	(2)	10 to 17 (16)
selective (7)	(7)	12 to 15.5 (13.8)
2b. Transfer admission	(8)	
highly selective	(1)	6.5
selective (5)	(5)	5.0 to 6.5 (5.3)
2c. Graduate admission	(7)	
highly selective	(2)	7.0
selective	(5)	5.5 to 7.0 (6.25)

Number of Institutions Surveyed and Percentage Responding

Number of Institutions Surveyed	Number of Institutions Responding	Percentage of Institutions Responding
37	16	43

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Appendix J

Greek Alphabet and Pronunciation Guide

A	α	= *a* as in father cf. *anotati*	N	ν	= n
B	β	= *v* as in vendor	Ξ	ξ	= *ks*
Γ	γ	= 1) *gh* before α & ο (alpha, omicron); 2) y before ε & ι as in yes	O	ο	= o as in not; cf. *scholi*
Δ	δ	= *dh* as in then	Π	π	= light p (like French p. e.g., Pierre, *papier)*
E	ε	= e as in let	P	ρ	= r
Z	ζ	= z as in zeal	Σ	σ	= 1) z before ᵖ γ, δ, ζ, μ, ν, ρ 2) s elsewhere
H	η	= i as in police	T	τ	= light t (like French t)
Θ	θ	= th as in thin	Y	υ	= i as in police
I	ι	= i as in police	Φ	φ	= f
K	κ	= light k (like French c in *casser)*	X	χ	= kh
Λ	λ	= l as in look	Ψ	ψ	= ps (pse)
M	μ	= m	Ω	ω	= o as in not

Consonant Complexes

λλ	= l	γκ	= ng as in England
ρρ	= r	γξ	= nks as in sphinx
νν	= n	γχ	= nkh
μμ	= m	μπ	= mb as in embassy
τσ	= ts	ντ	= nd as in Cinderella
τζ	= dz	φτ	= ft
σσ	= s	στ	= st
γγ	= ng as in England	σκ	= sk

Diphthongs

αι =	i as in police
οι =	i as in police
υι =	i as in police
ου =	u as in supervise
αι (= ε) =	e as in let

αυ, ευ, ηυ = (1) av, ev, iv before a vowel or one of the following consonants: γ, δ, β, μπ, υτ, γκ, τζ, μ, ν, ρ (2) af, ef if elsewhere

Glossary

NOTE: Some of the most common terms are given in two Greek forms: lower case and capital letters.

anotati ekpaedeuse (Ἀνωτάτη Ἐκπαίδευση/ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ)	"highest" (university-level) education.
anotera ekpaedeuse (Ἀνωτέρα Ἐκπαίδευση/ ΑΝΩΤΕΡΑ ΕΚΠΑΙΔΕΥΣΗ)	"higher" (non-university tertiary level) education (sometimes translated as "superior").
antigraphon ptychiou	copy of a *ptychion*.
apodeiktikon	certificate of completion of the Gendarmerie Training School and the Police Training School.
apodeiktikon apolyseos	document certifying receipt of an *apolyterion*.
apodeiktikon spoudon	certificate of completion of a one-year program in SELME.
apolyterion (Ἀπολυτήριον/ ΑΠΟΛΥΤΗΡΙΟΝ)	certificate of completion—used primarily on completion of elementary and secondary education programs.
apophoiterion	another term for certificate of completion, sometimes used instead of *apolyterion*.
arista (Ἄριστα/ΑΡΙΣΤΑ)	excellent.
bebaiose	affidavit.
dekapentathesion	15-teacher primary school.
demotike	spoken or everyday Greek.
demotike ekpaedeuse	primary education.
diatrivi	dissertation.
didaktorikon (Διδακτορικόν/ ΔΙΔΑΚΤΟΡΙΚΟΝ)	doctorate.
dilosis	declaration or statement.
diploma metaptychiakon spoudon (Δίπλωμα Μεταπτυχιακῶν Σπουδῶν/ΔΙΠΛΩΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ)	diploma of postgraduate studies.
endeiktikon (Ἐνδεικτικόν/ ΕΝΔΕΙΚΤΙΚΟΝ)	report of courses and marks issued to students at the end of each year of elementary and secondary school.

exathesion	six-teacher primary school.
frontisteria (Φροντιστήρια/ ΦΡΟΝΤΙΣΤΗΡΙΑ)	private tutorial institutes.
gymnasium (Γυμνάσιον/ ΓΥΜΝΑΣΙΟΝ)	before 1976, the six-year secondary school; now the first three years of secondary school (grades 7-9).
kalos (Καλῶς/ΚΑΛΩΣ)	good.
katharevousa	formal written Greek.
lian kalos (Λίαν καλῶς/ΛΙΑΝ ΚΑΛΩΣ)	very good.
lyceum (Λύκειον/ΛΥΚΕΙΟΝ)	last three years of secondary school (grades 10-12).
monothesion	one-teacher primary school.
nepiagogeion	preprimary.
paidagogikes akadimies (Παιδαγωγικὲς Ἀκαδημίες/ ΠΑΙΔΑΓΩΓΙΚΕΣ ΑΚΑΔΗΜΙΕΣ)	pedagogical academies (for primary teachers).
pinakas analytikis vathmologias	table of analytical marks.
pistopyitikon spoudon	certificate signifying completion of a *ptychion* and including course descriptions and marks.
ptychion (Πτυχίον/ΠΤΥΧΙΟΝ)	document awarded on completion of most tertiary education programs.
ptychion paidagogikon spoudon	certificate of graduation from PATES.
scholi katoteras technikis ekpaedeuseos	lower technical-vocational school (grades 7-9).
scholi mesis technikis ekpaedeuseos	middle technical-vocational school (grades 10-11).

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Index

accreditation, 62
adult education, 54-55
Aegean School, Inc., The, 35-36, 80
  Aegean School of Classical Studies and Philosophy, 80
  Aegean School of Crafts, 80
  Aegean School of Cultural Anthropology, 80
  Aegean School of Fine Arts, 80
  Aegean School of Sailing and Navigation, 80
Agricultural College of Athens, 76
agriculture, 11, 15, 22, 26, 27, 73, 75
agronomy, 78
Air Force Academy, 57-59, 72
American College of Greece, The. *See* Pierce College.
American Community School of Athens, Inc., 18, 74
American Farm School, The. *See* Thessaloniki Agricultural and Industrial Institute.
American School of Classical Studies at Athens, 36, 80
Anatolia College, 18, 35, 74
anotati ekpaedeuse. *See* highest level *(anotati)* education.
anotera ekpaedeuse. *See* higher level *(anotera)* education.
antigraphon ptychiou, 63
apodeiktikon, 63
apodeiktikon apolyseos, 63
apodeiktikon spoudon, 48, 72
apolyterion, 6, 8, 12, 55, 63, 70
  apolyterion mark, 10, 12, 23
  lyceum apolyterion (Type A, Type B), 12, 22, 23
apophoiterion, 63
archaeology, 36, 81
Aristotelian University of Thessaloniki, 25, 31, 32, 37, 56, 78-79, 103
Army Academy, 57-59, 72, 104
ASETEM, 49-50, 72, 89
Assistant Nurses, School of, 52-53, 70, 90
Associate in Applied Science, 35, 70, 81, 82
Athens Agricultural College, 76
Athens College, 74
Athens School of Economics and Business Science, 22, 76, 97
bachelor's degree, 35, 36, 72, 81, 82
Ball State University, 36
bebaiose, 63
business administration, 15, 35, 39

calendar, 5, 9, 11, 25, 41
Center for Educational Research and Teacher In-Service Training (KEME), 3, 47. *See* SELDE; SELME.
Center for Embry-Riddle Aeronautical Studies, 35, 81
Centers for Higher Technical and Vocational Education (KATEE), 3, 38-44, 51, 71, 83-85
  admission, 21-23, 40
  calendar, 41
  marking system, 41, 43
  programs, 41, 42-43, 51
  ptychion, 43, 98
  schools, 39-40, 83-85
  specialties, 39-40, 83-85
Center for the Recognition of Equivalence of Degrees Earned Abroad (DIKATSA), 37-38. *See* study abroad.
certificates of equivalence "without correspondence," 38. *See* study abroad.
Chanea Higher School of Home Economics, 22, 45, 46, 71, 86, 106
Charokopios Higher School of Home Economics, 22, 45, 46, 71, 86, 106
cinema and television, 57, 71, 91
classical *gymnasium*, 7
classical *lyceum*, 17
College of Economic and Commercial Sciences, 22, 76, 97
College of Fine Arts, 22, 77
Consulate General of Greece, 8, 17, 25, 62, 85
credentials, 63-64
curriculum, 11, 15, 41, 47-48, 49-50, 52, 54, 60. *See* Tables.

dance, 56, 57, 71, 91
degrees, 27, 31, 33, 35, 63, 70-73
dekapentathesia, 5
Democritus University of Thrace, 79
demotike, 1, 3
demotike ekpaedeuse. *See* primary education.
dentistry, 22, 27, 73
Deree College, 35, 70, 72, 81

diatrivi, 33
didaktorikon. *See* doctorate.
DIKATSA. *See* study abroad.
dilosis, 63
diploma, 52, 56, 59, 63, 71, 72
diploma metaptychiakon spoudon. *See* diploma of postgraduate studies.
diploma of postgraduate studies, 31, 32, 63, 73, 76, 77, 78, 79, 103
doctorate, 32, 33, 63, 73
  dissertation, 33
drama, 56-57, 71, 91

ecclesiastical education, 22, 27, 55-56, 72, 95-96
Ecclesiastical Academy of Athonias, 56
ecclesiastical *frontisteric*, 56
ecclesiastical *gymnasium*, 55
ecclesiastical *lyceum*, 55-56, 70, 95-96
Ecclesiastical Pedagogical Academy of Thessaloniki, 56, 72
Ecclesiastical Pedagogical Academy of Vella, 56, 72
electrical technology, 11, 15
electronics, 11, 31, 33, 42-43, 77
economics, 27, 76
Elena Venizelou Midwifery School of State Maternity Hospital, 53
endeiktikon, 63
engineering, 22, 27, 28-29, 39
English proficiency, 37, 62-63
equivalency, 37-38
Euclides School of Computer Technology, 44
exathesia, 5, 6

fish technology, 39
food technology, 22, 39
forestry, 26, 27
frontisteria, 18-19, 63
Further Education College for Secondary Education Teachers, 48-49, 72, 86, 101
Further Training School of Primary Education Teachers of Athens (SELDE), 47-48, 71, 86-87, 100
Further Training School of Primary Education Teachers of Thessaloniki (SELDE), 47-48, 71, 87
Further Training School of Secondary Education Teachers (SELME), 47-49, 72, 87

Gendarmerie Officers School, 59, 60, 72
Gendarmerie Training School, 59, 60, 71
general *lyceum*, 2, 11, 12, 13, 15, 70
grading. *See* marking system.
Graduate School of Economics and Business Science, 22, 76, 97
Graduate School of Industrial Studies, 22, 77
graphic and decorative arts, 39
gymnasium, 2, 6, 7, 8, 9-10, 64, 70
  admission, 9, 64
  apolyterion, 10, 70, 93-94
  calendar, 9
  curriculum, 9, 10
  marking system, 8
  private *gymnasium*, 9, 18, 66
  six-year, 7
  three-year, 8-10

health and welfare, 40
Higher Ecclesiastical School of Athens, 56, 72
Higher Industrial School of Thessaloniki, 77
higher level (*anotera*) education, 2, 20-21, 23, 38, 44-50, 67-68, 71, 86-89
  admission, 21-23
  KATEE, 38-44, 51, 83-85
  private higher technical-vocational education, 22, 44, 65, 71
  teacher training, 44-50, 86-89
Higher School of Electronics, 42-43
Higher School of Home Economics, 22, 45, 46, 71, 106
Higher Schools of Nursing, 51-52, 71, 90, 102, 107
Higher Technical School of Educational Technologists (SELETE), 49-50, 72, 89
Highest Industrial School of Piraeus, 22, 77
highest level (*anotati*) education, 2, 20-38, 66-67
  See also Appendices B; and C; and military academies.
  admission, 15, 21, 22, 24
  calendar, 25
  curriculum, 28-31
  degrees, 27, 31, 32, 72
    foreign, 37-38
  examinations, 33, 34, 66-67
  frontisteria, 18-19, 63
  graduate programs, 31, 33, 67, 72, 76, 77, 78, 79
  libraries, 67
  marking system, 33-34. *See also* Appendix I.
  study abroad, 36-38
Highest School of Economics and Commercial Sciences, The, 22, 76, 97
home economics, 11, 22, 35, 45, 71, 106

industrial studies, 27, 77

KATEE, 3, 22, 38-44, 51, 62, 71, 83-85, 98
katharevousa, 1
KEME, 3, 47. *See* SELDE, SELME.

Lamiaki School of Computer Technology, 44
Larissaiki School of Computer Technology, 44
law, 22, 24, 26, 27
lower technical-vocational school, 2, 3, 7-8, 10
lyceum, 2, 8, 11-18, 55-56, 64, 70
admission, 11-12
apolyterion, 8, 12, 18, 70
curriculum, 13, 14, 15, 16, 17
Option A (Classical option, Type I), 12, 13, 16
Option B (mathematics and science option, Type II), 12, 13, 14, 15, 16
entrance examination, 11-12
marking system, 8, 12
Panhellenic examinations, 12

Maraslean Pedagogical Academy, 87
Maraslean Primary Education Teachers' Training School, 48, 72, 87
marketing research, 77
marking system, 6, 8, 33-34, 41, 43, 47, 48, 52, 58
mathematics, 22, 27, 29-31
mechanical technology, 11, 15
medicine, 22, 27, 73
merchant marine *lycea*, 18
meteorology, 77
middle technical-vocational school, 8, 10-11, 65, 70
midwifery, 40, 53, 71
Midwifery School of Maternity Hospital Alexandra, 53
military academies, 57-59, 72, 104
Ministry of Culture and Sciences, 57, 91
Ministry of National Education and Religion, 3, 5, 11, 12, 18, 19, 31, 37, 38, 47, 49, 51, 54, 55
Ministry of Social Services, 51, 53
model schools, 18
monothesia, 5
Moraitis School, 18, 74-75
music, 56-57, 71

National Academy of Physical Education, 22, 45, 46, 72, 87-88, 105
National and Capodistrian University of Athens, 25, 26, 37, 56, 77, 109
National Metsovion Polytechnic, 76
National Polytechnic University, 76
National Technical University of Athens, 28-29, 76
National Theatre, 57, 71
Naval Academy, 57-59, 72
nepiagogeion education. *See* preprimary education.
North College, 35, 81
nursing, 51-53, 70, 71, 90
admission, 21-23, 51
categories of, 52-53, 70, 71, 90
curriculum, 51-52, 53
degrees, 52, 70, 71
KATEE, 51
marking, 52
specialties, 52
university training, 52

oceanography, 77
optometry, 40

Palmer School of Computer Technology, 44
Panhellenic examinations, 12, 13, 15, 21, 22, 23
Option A (classical), 12, 13, 22, 23
Option B (mathematics and science), 12, 13, 14, 15, 16, 22, 23
Panteios Graduate School of Political Sciences, 22, 59, 61, 76, 110
Panteios Highest School of Political Sciences, 22, 59, 61, 76, 110
PATES, 49, 50, 72, 89
Pedagogical Academies, 22, 45, 46, 71, 99
Arsakeios Pedagogical Academy of Patras, 86
Pedagogical Academy of Alexandriopoulis, 88
Pedagogical Academy of Florina, 88
Pedagogical Academy of Heraklion, 88
Pedagogical Academy of Ioannina, 88
Pedagogical Academy of Lamia, 88
Pedagogical Academy of Larissa, 88
Pedagogical Academy of Mytilini, 88
Pedagogical Academy of Psychico, 88
Pedagogical Academy of Rhodes, 88
Pedagogical Academy of Thessaloniki, 88
Pedagogical Academy of Tripolis, 88
Rallean Pedagogical Academy of Piraeus, 89
Pedagogical Technical School (PATES), 49, 50, 72, 89
pharmacy, 21, 22
philosophy, 22, 27, 79
physical education, 22, 41, 45
physical therapy, 40
physics, 22, 25, 27, 32-33
Pierce College, 18, 75
pinakas analytikis vathmologias, 63
Piraeus Industrial College, 22, 77
Piraeus School of Industrial Studies, 22, 77
pistopyitikon spoudon, 63
Placement Recommendations, 35, 69-73
police training, 59-61, 71, 72
Police Training School, 59, 60, 71

political sciences, 22, 27, 76
practical and volunteer nurses, 53
preprimary education, 2, 5
Preprimary Teacher Training Colleges, 45
primary education, 2, 3, 5-6, 55, 64-66
private education, 4, 8, 18, 24, 35-36, 62, 65-66
  higher technical-vocational education, 22, 44, 65, 71, 108
  secondary education, 8, 18, 65-66, 74-75
  tertiary institutions, 24, 35-36, 68
ptychion, 27-28, 32, 34, 38, 46, 63, 71, 72, 73
ptychion paidagogikon spoudon, 49, 72
public health, 40

Reforms, 1, 3, 34-35
Rizareios Higher Priest School of Athens, 56, 72

School for Chief Constables, 59-61, 71
School for Police Officers, 59-61, 72
School of Computer Technology (N. Hatzidakis), 44
School of Computer Technology (B. Vranas), 44
School of Computer Technology (Heraklion Chamber of Commerce), 44
School of Computer Technology (I. Markoulakis), 44
School of Fine Arts, 22, 77
School of Industrial Studies; 22, 77
Schools of Kindergarten Teachers, 22, 89
School of Shipbuilding Technology (G. Drosos), 44
School of Shipbuilding Technology (A. Olympios), 44
scientific *gymnasium*, 7
secondary education, 3, 6-19, 64-66, 70, 74-75
  See also gymnasium; lyceum; technical-vocational education.
secretarial studies, 35, 39, 70, 81
SELDE, 47-48, 71, 86-87, 100
SELETE, 49-50, 72, 89
SELME, 47-49, 72, 87
social work, 40
soloist. *See* music.
Special School of Gymnastics, 87
State Conservatory of Thessaloniki, 56, 71. *See also* music.
State School of Dance, 56-57, 71
State Theatre of Northern Greece, 56, 57, 71
study abroad, 36-38
Supreme School of Fine Arts, 22, 77

TASIS-Greece/HIS, 18, 75
teacher training, 44-50, 71, 86-89
  admission, 21-23, 46, 48
  advanced training programs, 47-50, 71 72, 86, 87, 89
  See also ASETEM; PATES; SELDE; SELETE; SELME; Further Education College for Secondary Education Teachers.
  certificates/degrees, 46, 47, 48, 49, 71, 72
  curriculum, 45, 46, 47, 48, 49
  home economics, 22, 45, 46, 71, 86, 106
  marking system, 47, 48
  physical education, 22, 46, 72, 87-88, 105
  types of institutions, 44-45
Technical and Vocational Teacher Training College (ASETEM), 49-50, 72, 89
Technical University of Crete, 77
technical-vocational education, 3, 7-8, 10-11, 14-17, 38, 49, 50, 65, 70, 74, 89
technical-vocational *lyceum*, 2, 10, 11, 12, 14-17, 23, 49, 50, 70
television, 57, 71, 91
tertiary education. *See* highest level *(anotati)* education; higher level *(anotera)* education; private education.
theology. *See* ecclesiastical education.
Thessaloniki Agricultural and Industrial Institute, 18, 75
Thessaloniki Industrial College, 77
Thessaloniki International High School and Pinewood Elementary School, 18, 75
Thessaloniki School of Industrial Studies, 77
TOEFL, 37, 62-63, 81
tourism, 11, 39, 84
transcript, 63
transfer of credits, 34, 37-38, 62
translations, 62, 64

university education. *See* highest level *(anotati)* education.
University of Athens, 25, 26, 37, 56, 77, 109
University of Crete, 25, 78
University of Ioannina, 25, 78
University of La Verne, 36
University of Maryland, 36
University of Patras, 25, 29-31, 78
University of Thessaloniki, 25, 31, 32, 37, 56, 78-79, 103
University of Thrace, 25, 79
upper technical-vocational school, 3, 8, 70

veterinary medicine, 22, 27, 39, 73, 79
Virginia Skilitze Midwifery School of Maternity Hospital Marika Iliadi, 53

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